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ABSTRACT

Educators at all levels find stress a reality in their professional lives. But an educational system free of stress would make for a profession without achievement. While it is important to make sure that stress does not become so intense that it endangers or impairs mental or physical health, it can be a positive force when properly understood and controlled. This volume describes the kinds of stress, good and bad, that affect our lives. It presents techniques for assessing one's life for stress and methods of controlling it, including attention to diet, exercise, techniques for relaxing, and methods of positive behavior change. The materials presented will provide a framework rather than a formula or panacea because individuals' reactions and limits differ. (Author/IRT)

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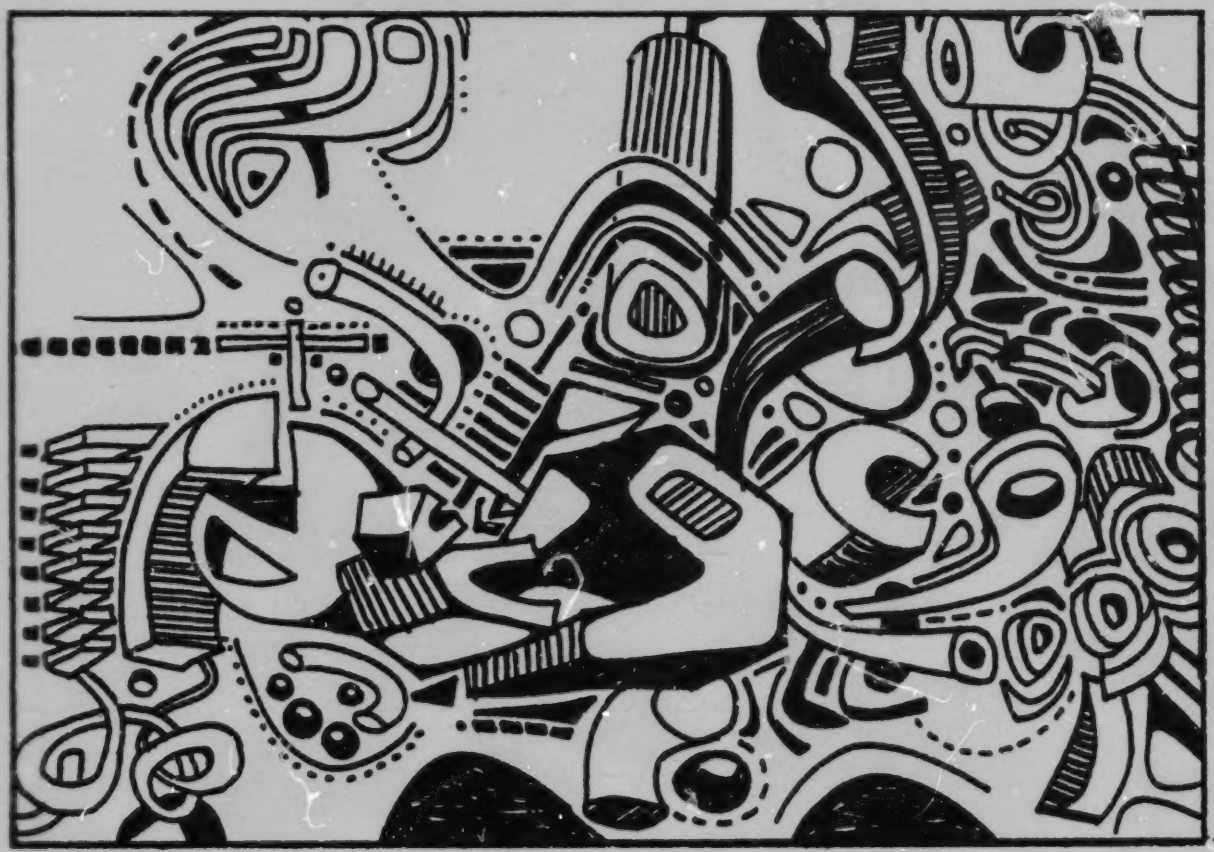

MAY 1980

OFFICE of FIELD SERVICES
COLLEGE OF EDUCATION
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RESOURCE GUIDE

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STRESS MANAGEMENT FOR EDUCATORS

Written by:

WILLIAM T. RANDALL, Ed.D.
Superintendent
Scottsdale Unified School District
Scottsdale, Arizona

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STRESS MANAGEMENT FOR EDUCATORS

Prepared by: Arizona Educational Information System

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PREFACE

The local school system has become the last bastion of control for taxpayers. A critical attitude has developed toward our schools and is manifested in each public decision. No longer can administrators, teachers or school board members avoid becoming the focal point for stressful situations.

Recent literature documents resignations and firings, particularly at the superintendent level, and instances of "teacher burnout" that can be attributed to the high degree of stress connected with the business of running public schools. School board members are refusing to serve for more than one term, or even to run for school board positions at all, because of lack of respect from the communities they represent. Critical judgments about boundry changes, school closings and new programs are of great concern to school officials and policy making bodies who are pressured by the public to plan and maintain well-balanced, equitable educational enterprises, and be responsive to the demands of the citizenry.

The impact on educators is national in scope and validates the timeliness of this resource guide entitled Stress Management for Educators. It is not the intent of the publication to be a panacea for all problems relating to stress, but rather to provide positive methods for dealing with the stress inevitable in the life of the public school educator.

AEIS is proud to publish this monograph for its members and appreciates the long hours spent by Dr. William Randall in researching and compiling the latest information on the topic and writing it in an organized and understandable form. It will have achieved its purpose if it heightens the awareness of its intended audience, teachers, administrators and board members, about the problem of stress.

Donald L. Wright, Ed.D.
Chairperson
A.E.I.S. Board of Directors
Superintendent
Phoenix Elementary School District No. 1

FOREWORD

An overwhelming amount of information has been compiled on the topic of "stress." Approximately 80,000 articles have been written, 1000 research projects have been completed, and each year 6,000 additional publications are catalogued under the heading of stress. The word "stress" is familiar to most people, but exactly what does stress mean? It has been defined as any situation that places physical or psychological demand on individuals. It causes a misfit between a person and his/her environment.

Educators at all levels--classroom teachers, building level administrators or district administrators--find stress a reality in their professional lives. It is considered an occupational hazard. Those working in "pressure cooker" schools may react to stress by using all available sick leave, retiring from the field of education early, or becoming ill in their efforts to marshal enough energy to face the next day. Instructor surveyed its nearly 300,000 readers and found that over 75% of the 9,000 responders indicated that the reasons they were absent from school were frequently stress- or tension-related. In all, 84% of those who replied believed there are health hazards in teaching and educational administration.

But an educational system free of stress would be a profession without achievement. Behind every educational accomplishment lies, to some degree, worry, frustration and discontent. If educators were totally satisfied and free of stress, there would be little motivation to identify goals or objectives. There must be a level of dissatisfaction to cause action. Avoidance of stress is not the goal. Educators, in order to pursue a productive educational career, need appropriate levels of dissatisfaction, stress or tension to motivate them to fulfill educational tasks. It is important, however, to make sure that stress does not become so intense that it endangers or impairs mental or physical health. It can be a positive force, and when properly understood, can be controlled by the individual.

Stress Management for Educators describes the kinds of stress, good and bad, that affect our lives. It presents techniques for assessing one's life for stress and methods of controlling it including attention to diet, exercise, techniques for relaxing and methods of positive behavior change. The materials presented will provide a framework rather than a formula or panacea, since individuals' reactions and limits differ. The reader will be able to review material that explains stress and tells how to recognize it. In addition, practical advice and self-help exercises designed to alleviate or minimize the cause of stress are presented.

This publication will have fulfilled its objective if the reader explores techniques that have worked with practicing educators and administrators in the public and private sector. Ultimately, the

concepts and their use depend on the reader's willingness to modify the techniques for implementation in individual settings.

Jackson M. Drake, Ed.D.
Director, Field Services
Assistant Professor,
Educational Administration
College of Education
Arizona State University

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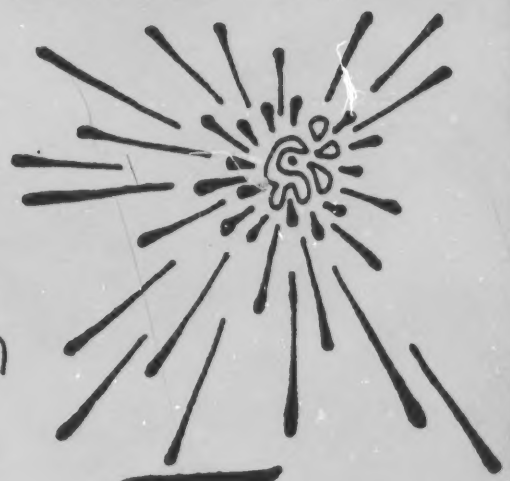
CHAPTER I



Be not afraid of life
Believe that life is worth
living and
your belief will help
create the fact.

. . . WILLIAM JAMES

YOU ARE NEVER GIVEN A WISH
WITHOUT ALSO BEING GIVEN THE POWER
TO MAKE IT TRUE.

YOU MAY HAVE TO WORK FOR IT
HOWEVER

. . . RICHARD BACH

Public schools and those who inhabit them, students, teachers, and administrators, are all subject to extreme stress due to the volatile nature of society. There is a need to organize one's life in a manner that reduces vulnerability to stress.

WHY STRESS MANAGEMENT FOR EDUCATORS

Hasn't there been enough said and written about stress management already? The response to this question is central to any discussion of this topic. The answer has to be "no" since it is becoming increasingly clear that the educational environment (i.e., schools, students, parents, finances) is a heavy producer of stress upon those who work or function within it. The human interaction and confrontation which takes place daily in schools are sources of stress in all participants. In addition the massive number of requirements placed on educators through federal, state, and local agencies and colleges, and the curricular needs of students are potential stressors to the healthiest of persons.

Teachers, administrators and other personnel are repeatedly told that they carry a heavy burden, and are important to the future of the young. At the same time society is giving the opposite message by saying that education has failed, that teachers are incompetent and that administrators are petty bureaucrats. This paradox has put a tremendous strain on a group of people whose motive for entering the profession was an altruistic desire to assist people. The stress produced in such an environment is destructive to the educator personally. Even more insidious, this stress is often passed on to the students in the classroom.

Educators, more than any other group, have the opportunity to help themselves, and in the process, assist young people in effectively dealing with the stress of life.

Pick up any book or magazine today and you can read the basic information on stress management. But knowledge alone is not enough. Educators must take this knowledge and turn it into action for themselves

and their students. The purpose of this guide is twofold: 1) to present the basic concepts about stress management in a manner usable for educators, and 2) to provide some activities that help educators help themselves and their students to cope with stress.

The information and ideas gained from this resource guide can provide tools for the educators to use personally and to share with students. Whether or not this happens will depend upon each persons resolve to take action and be personally accountable. Knowledge is power, but change and progress occur when action based on knowledge is taken. Plato stated it as, "The important thing is beginning." Your personal resolve must be to establish a plan of action now!

WHAT STRESS IS . . . AND IS NOT

"Stress." The term has become a buzzword in the past few years as the public consciousness was raised to new levels regarding physical and emotional health. Every ill, from headaches to cancer, has been heralded as stress related with the popular press leading the way by publishing articles, self-analysis instruments, and personal testimonials for identifying and coping with stress. While this emphasis shows a positive effort, misunderstandings are compounded by generalizations raised from the limited research available and hurried assumptions that are implied from the literature on stress.

Stress is an engineering term. It has long been used as a measure of the pressure or tension applied to materials in order to calibrate their strength. It is technically measured in units of force which one body pushes, pulls, or presses on another. Stress is actually a shortened form of the term "distress" which, although no longer used, is a more accurate representation of the popular meaning.

It was Dr. Hans Selye who first took this engineering term and applied it to human physiology. His book, The Stress of Life, led the way in promoting the concept that stress could be defined medically, had application to human existence, and its effects were subject to a great deal of personal control. More recent researchers have attempted to clarify the term by splitting stress into two terminologies: 1) Eustress-positive stress, 2) Distress-negative stress. While useful in helping to clarify the concept, this dichotomy refers to the effects of stress, not the concept itself.

As Selye has noted, all life has stress of some type. Without it existence would be bland. Excitement, success, anticipation can put stress on a person and produce motivation to act. Eustress is a positive force and an important part of life, but each individual reacts differently and what is positive stress for one person can be negative for another. Finishing second in a contest may be positive for one person and very negative for another. It all depends on the person's view of "eustress" or "distress." Each individual reacts uniquely.

The purpose here is to focus on the destructive effects of stress, such things as anxiety, depression, illness, and especially heart disease. In that context stress is: 1) technically a non-specific bodily response to external stimuli, or 2) a physical, chemical, or emotional factor that causes bodily or mental tension.

The most common descriptor of stress is "tension." It is this push, pull, and pressing of life events, personal reactions, environmental conditions, work activities, physical health, in short all our interactions with external life and within ourselves, that, in the long term, have the potential for destructive effects on our bodies, physiologically and psychologically.

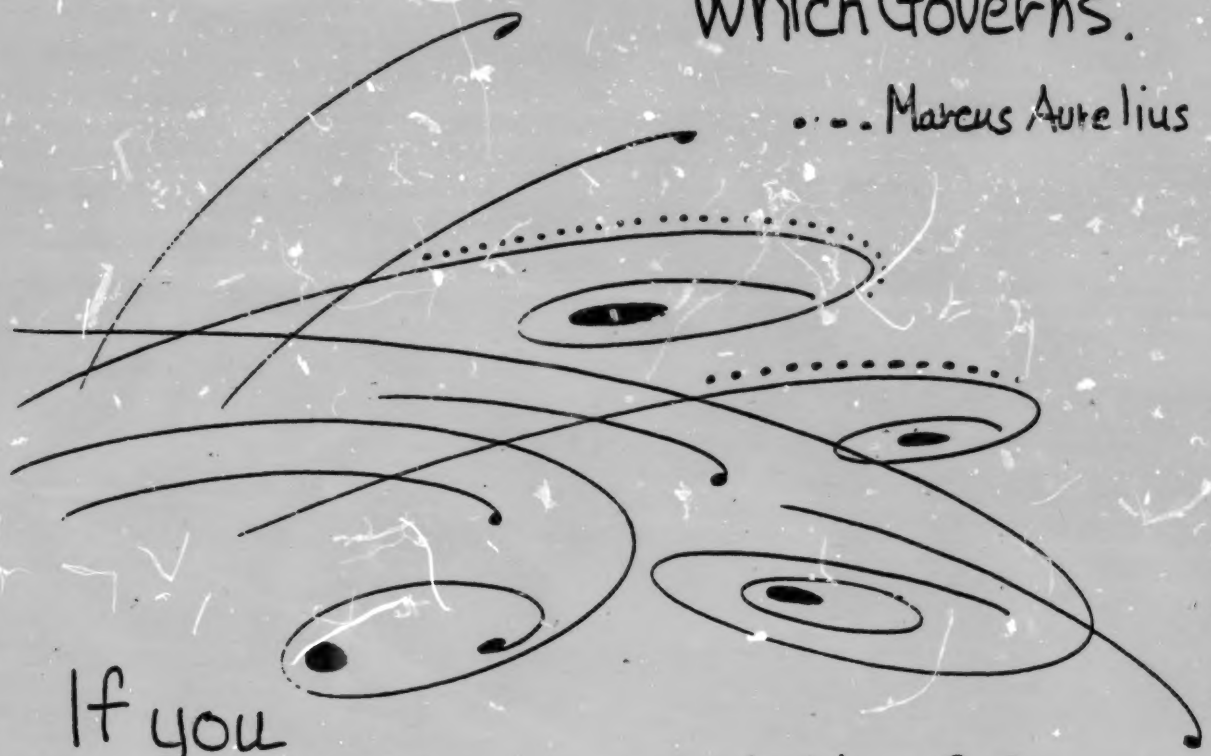
Stress is not a concept to be feared, only understood, so that we can deal with our lives in a positive fashion with greater control over the forces and events which act upon and within us daily. This personal control results in a healthier, happier existence for each of us and those with whom we interact. What goal could be more worthwhile?

CHAPTER II

There is a relationship among stress, personality and health. Friedman's work outlines the basic characteristics of two diametrically opposing personality types. People tend to fluctuate on a continuum between these personality types responding to stress in varying ways. The physical health of the body is greatly affected by the nature of these responses and the mechanisms used to cope with stress.

This Being of Mine, Whatever it Really is, Consists of a Little Breathe, and the Part Which Governs.

... Marcus Aurelius



If you do not think about the future, you cannot have one... Galsworthy

STRESS AND PERSONALITY FACTORS

Personality traits which may be valued in the job or career setting are often those which do not contribute to positive mental health. For example, the concept of continually striving for greater economic gain without regard for personal satisfaction is practiced by many Americans working in the business arena. This continual striving often contributes to poor mental health. Although it has been well shown that no single personality type is more successful than any other personality type in any job, including teaching, there are personality traits such as liking other people, liking to be around people and interacting with people, liking the feeling of contributing to society and being self-motivated, which seem to be universal attributes of most educators.

Significant work was done in the early seventies by Dr. Meyer Friedman whose concern centered about the destructive physiological effects of stress upon the cardiovascular system brought about by certain personality or behavior patterns. In his now-famous book, "Type A" Behavior and Your Heart, Dr. Friedman outlined the basic characterstics of two personality types he labeled, "Type A" and "Type B." "Type A" people tend to be "uptight people." They are short tempered, aggressive, and overly competitive. Although seemingly very successful, they burn out early, and find it difficult to maintain success. On the other hand, "Type B" people are more relaxed and maintain a sense of humor and perspective on life. They have proven to be just as productive as "Type A" people and, in fact, have a staying power that enhances long range success. It is important to remember that these are not absolutes, and that all human beings fluctuate between these two personality types

depending upon the situation. However, they are indicative of the way a person views life. It's also important to remember that "Type A" and "Type B" represent two extremes on a continuum. People move across this continuum depending upon the situation, with some people responding more frequently with the behaviors identified with "Type A" people, and some people responding more frequently with the behaviors identified with "Type B" people. It is desirable to respond with "Type B" behaviors in an increasingly greater frequency if one is to successfully reduce the negative stress encountered in life situations.

Behaviors exhibited by the "Type A" personality are:

1. Verbal explosiveness. "Type A" people use words as weapons. It is not the content of what is being said but the use of verbal expression to convey anger or frustration that is destructive. The words become weapons rather than the means to communicate.

2. Consistent impatience. People who have no tolerance for their own, or others inability to complete tasks are exhibiting "Type A" behavior. Whether it be with job-related activities, home concerns, or children "Type A" people can be characterized as impatient and resentful of anything which may be taking more time than planned. These people often find it difficult to wait in bank or grocery lines to complete transactions.

3. Competitive in all settings. Life is viewed as combat. "Type A" people are at their peak when being competitive, and in fact, feel compelled to win. The classic example of this behavior is exhibited by the man who plans tetherball with his six year old son every evening, and consistently beats him.

4. Chronic time urgency. "Type A" people are typified as always being in a hurry, always looking at their watches, always checking the time as if life were fully controlled by the sweeping second hand on a clock. On the job, these people attempt to complete more work in less time, usually with ill-defined goals and ineffective results.

5. Success related to time. Successes are measured according to how quickly tasks are completed. The most important things in life seem to be the things that can be completed in the least amount of time.

6. Life as a numbers game. "Type A" people are great on statistics. They will show great concern for time statistics, production statistics, income statistics, or any number that can quantify life

situations. Life is viewed as meaningful or successful in terms of the numbers that can be attached to it. For instance, these people will judge the success of their vacations according to the number of miles driven in a day's time. When the numbers game goes awry, the "Type A" personality suffers a great deal of anxiety.

7. Guilt over relaxation. "Type A" people find it very difficult to relax. They feel the constant need to be doing something to prove their worth, are always worried about work and seldom take vacations. Job concerns go home at night, and on vacation with these people. Guilt overrides any need to relax and enjoy life so that they are always forcing life to come to closure. For instance, such people feel guilty when "caught" reading a magazine not related to work or career concerns fearing that such activity is seen as unrelated to meaningful work.

8. Physical manifestations. "Type A" people are often seen with jutting jaws, clenched fists, and taut muscles. These physical phenomena are manifestations of internally controlled "Type A" behavior patterns. "Type A" people do not allow themselves the opportunity to gain perspective on life, and allow their physical systems to adjust and adapt to that sense of perspective. Friedman found that these people are dramatically susceptible to coronary heart disease.

At the other end of this personality-type continuum is the "Type B" personality that exhibits the following behaviors:

1. Views life with balance and perspective. "Type B" people have adopted the philosophy that is typified by Richard Bach's statement, "Perspective, use it or lose it." There is a balance between work and relaxation. In addition, there is a recognition that it is not possible to get out of life alive. By accepting that, "Type B" people then are able to proceed with their lives in a productive manner.

2. Lacks free floating hostility. "Type B" people are not generally angry. They are able to handle traffic jams, red lights, lines at super markets, and other inconveniences without expressing hostility.

3. Relaxes without guilt. The ability to relax without feeling guilty is typical of "Type B" people. Knowing that relaxation is as important to success and production as effort, vacations and weekends are designed and utilized for renewal.

4. Allows some tasks to be incomplete. "Type B" people know that some tasks in life will never be completed and accept that fact without guilt. They are able to accept incomplete tasks, not as something to put aside, but something to continue to work on without worry over the fact that the task is incomplete. Here the major difference between "Type A" and "Type B" people is not whether or not the task gets completed, but whether or not there is a feeling of guilt and/or frustration over the fact that the task is not complete.

5. Focuses on task or person. "Type B" people are able to give their full attention and focus to an individual or to a task. They project attentiveness when talking or interacting with others, giving the feeling that at that moment, the most important thing in life is that interaction. This same concentration is given to a task with the absence of such behaviors as constantly looking at their watches, fidgeting, or moving on to the next item before the present is completed. "Type B" people are immediately recognized as people who have given full consideration to others with whom they interact.

6. Views time in perspective. "Type B" people view time in perspective with their life goals. Life is not controlled by the clock or calendar, but rather by the quality of activity with which these people live the minutes, hours, days, months, and years of their lives. The past is something about which nothing can be done, and since a great deal of the future is still unknown, they prefer to live in the present, and make the most of each event as it occurs in life.

7. Physical and mental relaxation. "Type B" people give themselves a break, both physically and mentally. Because they understand the functioning of their bodies, they engage in physical activities to assist in withstanding the rigors of life by eating sensibly, exercising more regularly, and maintaining a balance in the life activities that affect them. They are able to accept shortcomings without dwelling on them, and yet accept the challenge to move beyond those short comings by setting attainable and reasonable goals. These people will refrain from self-condemnation for lack of achievement. Openness is characteristic in these people who can talk about their lives, and gain from feedback.

In the long run, it has been shown that "Type B" people are, in fact, more successful than "Type A" people. They may not succeed as quickly, but they have lasting power. Studies in business and industry have shown that the most successful corporate officers tend to be "Type B" behavior people, rather than the stereo-type "Type A" people, who seem to burn out early and never quite reach the pinnacle of their career ladders. This is important knowledge, since many Americans believe that it is the hard-driving, cigarette-smoking, hard-drinking, long working person who succeeds in business, industry or education. This is simply not proven by the facts. These people may make an early impact, but studies have borne out the fact that that impact may be short-lived, and that these same "Type A" individuals often suffer from heart disease and

other stress related illness, and exhibit other destructive physical manifestations of their personality structure.

Unlike many personality theories which may lead people to conclude that they are locked in to their personality structures, or that many years of therapy would be necessary to charge those personality structures, there is an approach which can assist those that believe they are prone to "Type A" behavior.

Experts in behavior change have consistently said that behavior change results when three things happen. First, there must be a felt need. The individual must really want to change. Second, there must be a realistic, achievable goal. Third, there must be a system of support during the process of change. Remembering these behavior change components will assist those who truly wish to make some changes. If you are one of these people, select an area or two of your life in which you feel the need to change, and set goals for yourself that are reasonable. Begin to exhibit some of the behaviors you wish to become habits. Even if these behaviors are contrived or forced at first, goal achievement will occur. Amazing as it seems, over a period of time these forced behaviors will become the normal patterns for your life and become internalized as habit. Even with temporary setbacks, goals will be reached if you persist.

Changing behavior is not a simple task as the previous statement might lead one to believe. It is difficult to internalize a goal and persistently engage in the activities required to reach that goal. However, it can be done.

The key is in the term "behavior." It is the reaction to these personality stresses that is important. Therefore, if you would like to be more "Type B," you should pick an area or two of your life and begin to alter your behavior.

As an example, consider the person who feels an unreasonable sense of time urgency. This person consistently looks at his/her watch, listens to a radio station that reports the time every five minutes, and is constantly aware that the minutes are ticking by. A classic example from Friedman's study reports an individual so urgent about time that he shaved in the morning with two razors, one in each hand. Supposing this person becomes aware of this destructive behavior, either as feedback given by others or by some resultant physical manifestation, and feels the need to change this time urgency habit. This person instead of trying to refrain from looking at the watch, simply does not wear a watch, and instead of listening for the time on the car radio, turns to a station that plays uninterrupted music, and alters work schedules to larger blocks of time, two-to three-hour blocks of time rather than 15-minute or half-hour blocks of time. Engaging in these activities will help the person to accept that time is not as urgent as was thought. After a while, the sense of urgency begins to disappear, and the feeling of tension related to time can be handled rationally. Decisions about when time is critical and when it is not are thoughtful and careful, based on the penalties and payoffs regarding time allocations. When time urgency disappears more "Type B" behaviors are manifested, and this person moves on the "Type A"-"Type B" continuum closer to the "Type B" end. This person is gaining control of life, using time rather than being a slave to it.

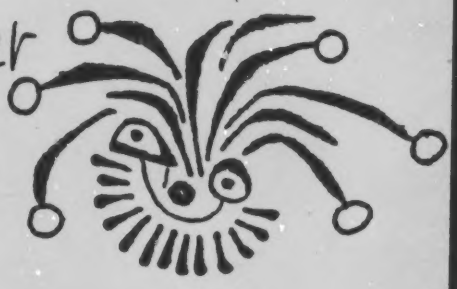
CHAPTER III

every person, all the events of your life are there because you have drawn them there. what you do with them is up to you
. . . R. Bach

He who laughs best today will also laugh last.
. . . Nietzche

Humans are in a perpetual process of adaptation to accommodate life changes. The adaptive process can be destructive to one's physical and mental health if allowed to run rampant. Holmes and Rahe have studied the effects of stress on the body, and though their work is subject to critical review and the need for further research is great, their findings are significant and should not be ignored.

Life is an end in itself, and the only question as to whether it is worth living is whether or not you have enough of it . . . O.L. Holmes, Jr.



LIFE CHANGES AND STRESS

It has long been known that change can cause stress. Educators are well aware that negative stress in the educational environment can be caused by such things as sudden changes in the family structure, curriculum changes, moving into new school settings, or changes in the organizational structure of the school. Not only will students be affected when such changes occur, but all people who come in contact with the changes will feel the effects and experience some stress.

In his book, Future Shock, Alvin Toeffler popularized the idea that the rapid rate of change now occurring in our civilization puts a strain on our lives. It is difficult for us to absorb and respond to so many new ideas, and so much new information, without feeling stressful. Being aware of the rate of change, and its influence on people, has implication for educators in how effectively their lives function, and how skillfully they work with their students to help them function effectively.

Drs. Thomas H. Holmes and Richard Rahe of the University of Washington School of Medicine, pioneered the researching of causes of stress in human beings. They believed that a person can adjust to only so many different life change events within a certain period of time without running the risk of illness or negative health change of some nature. They conducted considerable research into the types of changes people experience and the impact these events have upon their lives. They developed the Social Readjustment Rating Scale, a list of 43 life events ranked according to the severity of the adjustment that is necessary in order to successfully cope with these events. The points assigned to each event are called "Life Change Units," LCU's. Figure 1 lists the 43

Figure 1

THE SOCIAL READJUSTMENT RATING SCALE

	Life Event	LCU
1.	Death of Spouse	100
2.	Divorce	73
3.	Marital separation	65
4.	Jail term	63
5.	Death of close family member	63
6.	Personal injury or illness	53
7.	Marriage	50
8.	Fired at work	47
9.	Marital reconciliation	45
10.	Retirement	45
11.	Change in health of family member	44
12.	Pregnancy	40
13.	Sex difficulties	39
14.	Gain of new family member	39
15.	Business readjustment	39
16.	Change in financial state	38
17.	Death of close friend	37
18.	Change to different line of work	36
19.	Change in number of arguments with spouse	35
20.	Mortgage over $10,000	31
21.	Foreclosure of mortgage or loan	30
22.	Change in responsibilities at work	39
23.	Son or daughter leaving home	29
24.	Trouble with in-laws	29
25.	Outstanding personal achievement	28
26.	Spouse begin or stop work	26
27.	Begin or end school	26
28.	Change in living conditions	25
29.	Revision of personal habits	24
30.	Trouble with boss	23
31.	Change in work hours or conditions	20
32.	Change in residence	20
33.	Change in schools	20
34.	Change in recreation	19
35.	Change in church activities	19
36.	Change in social activities	18
37.	Mortgage or loan less than $10,000	17
38.	Change in sleeping habits	16
39.	Change in number of family get-togethers	15
40.	Change in eating habits	15
41.	Vacation	13
42.	Christmas	12
43.	Minor violations of the law	11

Holmes and Rahe

life events and the number of LCU's assigned to each event that Holmes and Rahe include in the Social Readjustment Rating Scale. These range from the death of a spouse, having 100 LCU's, to a minor violation of the law having 11 LCU's. Points were assigned to each event after studying the lives of people who became suddenly ill or had an accident without any obvious warning. It was discovered that the 24 months prior to the outbreak of the illness was a crucial period of time. That is, if a person accumulated over 300 LCU points within a 24 month period, that person ran an 80% to 90% chance of having an illness occur. If between 150 and 300 LCU points were accumulated, there was a 50% chance for illness to occur. Of course, individuals vary in their ability to respond to life changes, so these percentages should be considered averages. The important concept to grasp is that our bodies do respond to stress, and that, although it varies among individuals, the results of this stress will be exhibited in some form.

As one examines the Social Readjustment Rating Scale, it is obvious that some of the events are developmental. These occur, or there is a good chance these will occur, in all our lives. Such events as "vacation," "beginning or end of school," "son or daughter leaving home," "death of a close friend," "pregnancy," and "marriage," are all events most people are likely to experience. Other events such as "divorce," "jail term," "trouble with boss," or "change in eating habits" are incidental, and are not experienced universally. What is important for the individual to know is that these events tend to combine. That is, the expected ones are interspersed with the incidental ones, and since problems rarely occur singly, it is easy for a person to accumulate a

large number of stress points without really being aware that it is happening. For example, "getting a divorce," 73 LCU's, usually involves other changes, such as "sex difficulties," 39 LCU's, "change in financial status," 38 LCU's, "change in living conditions," 25 LCU's, "revision of personal habits," 24 LCU's, "change in residence," 20 LCU's, "change in social activities," 18 LCU's and "change in eating habits," 15 LCU's. In one short period of time, a person experiencing these events will have accumulated over 250 LCU's. Along with these, there is the possibility of significant additions, such as a "loan of $10,000," 31 LCU's, "trouble with in-laws," 29 LCU's, or "son or daughter leaving home," 29 LCU's, adding an additional 89 LCU's to the original 250 LCU's for a total of 339 LCU's. These events all may occur within a very short period of time. The individual experiencing them may then start suffering from an illness, or exhibit emotional instability. In some way that individual's body will signal that the negative effects of stress are building, and that proper alternative action should be taken.

What are some of the alternatives to the onrush of life's changes? Certainly, the maintenance of good health habits and positive physical conditioning are primary. This enables the body to handle the physiological effects of stress so that they do not destroy the physical ability to resist illness and disease. In addition, personal knowledge about what is happening will be of great value in that person's ability to relax and handle the effects of stress. The person who knows what is taking place will be able to better implement the old adage, "it's not what happens to you, but how you handle it that is important." Further, a person who is aware of the effects of life change can do something

about controlling the rapidity with which they occur. For example, the person going through a divorce should try to maintain stability in other areas of his/her life, such as on the job and in other family commitments.

The American culture has incorrectly put many individuals in the position of believing they can handle anything, that the build-up of stress does not happen to them. It's always someone else. Holmes and Rahe have documented that, not only do we all suffer to some degree from the stress of change, but that it is cross-cultural and affects humans of all ages. When individuals review their lives, or the lives of friends or family, they discover how the life changes over a brief period of time have affected their health. It is becoming commonplace in this country to say of the President of the United States, "In office only 24 months and see how he's changed. See how he has aged." A great deal of this aging, this wearing out of the body, can be attributed to the changes in people's lives, and the stress under which they function. Richard Nixon's phlebitis attack during the Watergate Affair is a good example of stress-related disease. Another tragic example of negative health resulting from stress occurred for Wes Bolin when he moved from a mainly ceremonial role as Arizona Secretary of State to the governor's job due to the quick resignation of Governor Castro. The life changes which occurred in Mr. Bolin's life after he became governor were enormous. He suddenly suffered a fatal heart attack while campaigning for election. These examples from public life are replicated over and over in all sectors of American life.

In addition to their work regarding life changes in adults Holmes and Rahe studied the effects of life changes on children. They discovered that youngsters could accumulate stress points as rapidly as adults. It is therefore important for those working in education to understand how the changes in the lives of students can place them under stress. Figure 2, developed by Holmes and Rahe, lists some of the possible life changes that may occur and the LCU's a child might collect as a result of these events. For example, for elementary school age children, "death of a parent" is 89 LCU's, "divorce of parents," 78 LCU's, "remarriage of a parent," 62 LCU's. At the junior high age, "unwed pregnancy" carries 95 LCU's, while "fathering an unwed pregnancy" is 76 LCU's. At the senior high level, "getting married" carries 101 LCU's, and "unwed pregnancy" 92 LCU's, and "fear of a physical deformity," 81 LCU's. Educators report that the stress they see in students often hampers the students' ability to learn, can hamper their social relationships, causes absenteeism, and can even result in suicide. An alarming trend is the increase of suicide rates among teenage Americans in the past 15 years.

A serious cause of stress among teenage students is their fear for the lives of their parents. They see the changes in their parents' lives, and the stress under which their parents are suffering, and this in turn, creates a high level of stress in the youngsters. Most often this stress is not verbalized, but is exhibited through some kind of negative behavior.

FIGURE 2

Students	Event	LCU
Elementary age	Death of a parent	89
	Divorce	78
	Re-marriage	62
Junior high age	Unwed pregnancy	95
	Fathering pregnancy	76
Senior high age	Getting married	101
	Unwed pregnancy	92
	Physical deformity	81

From How to Survive Being Alive, Donald Dudley

CORRELATION OF LIFE CHANGES AND SERIOUSNESS OF ILLNESS

After validating their belief that life changes can be major causes of stress, Holmes and Rahe went on to study the relationship between the number of LCU's accumulated and the seriousness of the illnesses, or other physical symptoms of stress that people develop. Physicians and patients were surveyed to ascertain the seriousness of hundreds of illnesses, from dandruff to leukemia. Using a bleeding ulcer as the midpoint, and assigning it 500 Seriousness-of-Illness (SIU) points, all other diseases encountered were ranked according to the seriousness relationship to the midpoint.

After the ranking had been completed and tested, the researchers interviewed recently hospitalized patients with various illnesses to discover the number of life changes those patients had experienced in the 24 months prior to hospitalization. LCUs were calculated, and then correlated with the illnesses the patients had. Figure 3 is a brief extraction from the data gathered in this study. The data show that the relationship between the seriousness of illnesses and life changes is significant. While the ulcer patients had experienced over 600 LCU's in the 24 months prior to being hospitalized, the cancer patients averaged nearly 800 LCU's. Though further research is needed, the results of this study demand our attention, and have significant implication for the maintenance of healthy, stable human beings.

Scientists and physicians have long believed that human beings have special abilities to effect changes in their physical health. The body is in some way subject to personal control even in the presence of foreign elements.

FIGURE 3

Seriousness of Illness

Illness	Seriousness of Illness Units
Dandruff	21
Warts	32
Cold	62
Acne	103
Hemmorrhoids	177
Abortion	284
Disc	487
Diabetes	621
Stroke	774
Heart attack	824
Cancer	1,080
Leukemia	1,080

Correlation With Life Change Units

Illness	Seriousness of Illness Units	Life Change Units
Eczema	204	231
Hernia	244	457
Gallstones	454	563
Ulcer	500	603
Diabetes	621	599
Schizophrenia	785	609
Heart failure	824	772
Cancer	1,080	777

Holmes and Rahe, 1971 Study

Everyone reacts differently to life changes, but none are immune to the effects. Therefore, knowledge about what is happening in one's life is significant in that individual's ability to control personal life events, and to maintain positive health. An anecdote about two scientists from the past illustrates this belief about positive health and individual personal control.

During the 19th century Louis Pasteur discovered the microbe and found it to be the source of illness. A debate between Pasteur and the French physician, Claude Bernard ensued. Bernard, in opposition to Pasteur's theory, maintained that there was something about the individual, something that was not yet known, that made the difference in whether or not that person became ill. It was his belief that when people were exposed to microbes, some would become ill, and some would not. The disagreement between these two brilliant men lasted a lifetime, but it is reported that on his death bed, Pasteur told those about him, "Tell Bernard he was right. The microbe is nothing. The terraine is everything."

CHAPTER IV

Although individuals vary in the type of action, degree and intensity with which they respond to stress, they react in similar ways. These similar actions and responses are grouped together and called the "fight or flight" syndorme. Studies indicate that job-related stress has unique characteristics among occupations. Styles and Cavanagh have identified nine categories of characteristics that have great impact on educators and can be used as guides to assessing personal situations for stress.

A sound mind in a sound body, is a short but full description of a happy state in this world . . . John Locke

THERE IS NO CURE FOR BIRTH OR DEATH SAVE THE INTERVAL INBETWEEN

. . . Santayana

PHYSIOLOGICAL RESPONSE TO STRESS

The human body is the result of many thousands of years of evolutionary progress. We carry complex programming that makes the most advanced computers seem simple. From genetic messages that are inborn or from learned responses, the human being is a total physical and psychological entity. Thoughts and physical responses are intertwined, and stress response is perhaps the best example of this unity through which the body maintains its homeostasis.

Homeostasis is the body's constant attempt to maintain internal balance, and is a key concept in understanding stress reactions. Medical science has recognized that when illness or disease occur, the body's balance is upset, so the body's defense systems are activated to restore this balance. It is known that stress produces a change in homeostasis, but the implications of this imbalance have not been fully understood. The common term for this reaction is the "fight or flight" syndrome.

Early humans were placed in survival situations where "fight or flight" was the only appropriate response. (It is difficult to work out a compromise with a hungry saber-toothed tiger!) As humans evolved, their bodies developed methods of responding to stress which enhanced the survival instinct. Since threat meant possible bleeding, coagulants were pumped into the bloodstream. Since heightened awareness was needed, adrenalin entered the system, eyes dilated, skin sensors were alerted, and heart rate increased. And since combat or running was in order, the muscular system tensed, and blood moved to action muscles. When early humans were threatened and bodily homeostasis was upset, they fought or ran and the survivors were the persons most successful at one or the

other. This physical action dissipated the defensive bodily changes and balance was restored.

Modern day humans possess highly developed survival mechanisms, yet live in an environment that rarely allows the dissipation of stress-related bodily changes. The phone rings and modern man hears a threatening message. "The Internal Revenue Service wants to review last year's tax return." The bodily response (e.g., increased pulse rate, increased adrenalin, skin warmth) takes place. However, in our culture the "fight or flight" response as exhibited by primitive man is not acceptable. Today's human can hardly punch the IRS Agent or leave the country. He therefore suffers the slow, perhaps agonizing, body adaption back to balance. A little (or a lot) of alcohol, temper outbursts, or seclusion may appear to help, but inside the damage is being done.

Selye refers to this cultural modification of the "fight or flight" syndrome as the General Adaption Syndrome (GAS). It has three stages: 1) alarm, 2) resistance, 3) collapse. When under great stress, the first bodily reaction is alarm, the electro-chemical changes described above. If the stress continues, the body enters the resistance phase. Stores of chemicals used in alarm are replenished. The body fights off the stressor. But if unsuccessful, the collapse phase begins. The body is no longer able to replenish its resources. This last phase often ends in severe illness or death. Our internal functions are similar to a finite natural resource. They can be used up, and unless we learn to strengthen this system, it is possible that our bodily resistance mechanism will deteriorate and leave us vulnerable to disease and illness. This is evidenced by the fact that stress-related heart disease is the number one

killer of Americans. It is called the hidden epidemic. Recent research also links stress to other severe diseases, such as cancer. Considering the high incidence of heart disease, it appears that many of us are in Selye's GAS stage 3, collapse.

The culture in which most Americans are raised pays little attention to physical health. Activities which promote true physical well-being are often not even a part of organized athletic programs. We take our bodies for granted until struck down by some illness, disease, or accident. Often that surprises us. It is like walking through a mine field with no care or concern for the danger, and being surprised when one of the mines explodes.

There are many successful ways to strengthen the body's physical response mechanism so stress damage is reduced. These are explored in the section on exercise. But as simple an idea as learning to listen to our bodies and let nature guide our behavior is basic. The messages are given. We only need to learn how to listen. Then the appropriate action becomes natural and easily accomplished. Folk wisdom has always known these truths in spite of the modern day human's attempts to deny them.

PSYCHOLOGICAL RESPONSE TO STRESS

Most of the studies listed in the reference section are concerned with the psychological ramifications of stress. Anxiety, depression, even schizophrenia have been linked with the inability of the human being to cope with continued stress. These internal pressures then take their toll through behavior changes or physical illness. It is the symptoms of stress which surface first and are thought by many people to be the true cause. For example, a man may develop lower back pain and believe it is simply a pulled muscle or strain. After trying home remedies such as heat or rub-downs, and getting only temporary relief, he may seek further medical help or learn to live with it, "old age, you know." The problem can be resolved by going beyond the symptom, and pushing on to find the true cause of the pain, and treating the real problem. The person may have been suffering negative stress in a job or family situation and not be aware that it was manifesting itself as back pain. Knowledge of the true cause may or may not cease the pain, but such knowledge allows the person to take some positive action toward treating the cause, not just the symptoms. The symptom then may disappear or at least, be more amenable to a medical solution, such as back exercises or physical therapy.

Studies, such as the American Academy of Family Physicians Survey, indicate that job-related stress has unique characteristics among different occupations. Styles and Cavanagh have identified nine categories that have the greatest impact on teachers. Assessing one's personal situation for stress factors can be done by using these categories as a guide. They are:

1. Expectations
2. Self-fulfillment
3. Ego-needs
4. Student relationships
5. Personal competence
6. Self-relationship
7. Conflicting values
8. Social approval
9. Professional constraints

Each area contains specific elements which can be stress producing within the educational environment.

1. Expectations

   a. Fear of not being able to live up to personal expectations, and the expectations of others.

   b. The habit of setting overly high or cynically low expectations.

   c. The feeling that personal achievements and successes of yesterday are not good enough for today.

   d. Fear of being insufficiently flexible and innovative in instructional methods.

2. Self-fulfillment

   a. Deep-seated feelings that personal values are not given sufficient opportunity for expression within the limitations of the classroom.

   b. Misgivings that the particular job being done in the classroom may not be fully utilizing personal strengths.

   c. The habit of thinking "the grass is greener on the other side of the fence" (even though it usually isn't).

d. The feeling that one is being locked into an "educational" world and being cut off from the "real" world outside.

3. Ego-needs

a. The need for enhanced status and respect.

b. The lack of "stroking" from appropriate people in positions of authority.

c. The feeling that, in spite of hard work and all one's effort, advancement does not occur as rapidly as expected.

d. The disappointment felt when students and colleagues do not express sufficient appreciation for hard work done on their behalf.

e. The comparison of personal standards and effectiveness with those of someone else who seems to be more successful with less effort.

f. The shortage of money, and all that it represents.

g. The effects of accelerating inflation that may make salary increases inadequate.

4. Student relations

a. The realization that the classroom experience falls short, with disturbing frequency, in preparing students to face the demands of the outside world.

b. The recognition that the range of interests and abilities in a class covers so wide a spectrum that it seems impossible to meet students' individual needs.

c. The gnawing fear that discipline and control within the classroom and the school are deteriorating.

d. The anxiety evoked by the constant change in curricula and teaching methods.

e. The apprehension that current evaluation methods are not accurately assessing the various levels of student development and progress.

5. Personal competence

a. The worry that personal finesse in communicating with students is declining.

b. The fear that any letdown in effort and commitment will lead to incompetent teaching.

c. The frustration of coping with the increasingly comprehensive nature of subject knowledge today.

d. The impulse to "play it safe" at the expense of feeling self-cheated.

e. The conviction that great teaching involves vulnerability, and the willingness to undertake "high risk" lessons which may not succeed, but may just backfire.

f. The fear that declining physical powers, whether caused by increasing age or soft living, will diminish teaching competence.

6. Self-relationship

a. The fear of evaluation.

b. The failure to do the best by one's students.

c. The anguish of teaching a lesson that did not succeed.

d. The difficulty of covering a heavy course within the scheduled time.

e. The realization of one's personal limitations in comparison with specialists whose outstanding abilities seem so apparent.

f. The conviction that, despite years of experience, one knows so little about the process of learning.

g. The pressure to meet constantly recurring deadlines.

h. The pangs of guilt brought on by lack of self-discipline, attacks of weariness, insufficient preparation of lessons, vacillation and indecision, and the habit of worrying molehills into mountains.

i. The suspicion that, no matter how hard you try, the impact on the students will be minimal and inconsequential.

7. Conflicting values

a. The constant need to reorganize the how, when, where, and why of teaching priorities.

b. The flux and flow of conflicting educational philosophies and practices.

c. The frustration of trying to cope with the plurality of values and attitudes encountered in today's schools.

d. The suspicion that the students are not receptive enough towards those values which teachers consider basic to personal growth and social responsibility.

e. The perception that young people today all too often disparage tradition, knowledge, achievement, standards of excellence, and hard work.

f. The fear that students will graduate with an inadequate value system to cope responsibly with the moral issues of life.

g. The anxiety that there is little room for the teacher in a world where youth increasingly demands the freedom to "do its own thing."

h. The realization that the teacher is not especially esteemed as a community leader.

i. The inner conflict of trying to balance one's personal beliefs with the socially accepted norms parents expect teachers to epitomize.

8. Social approval

a. The embarrassment of marital problems or a precarious family relationship.

b. The excessive time demands of teaching and the feeling that personal, family, recreational and social priorities are shortchanged.

c. The changes in societal values which often make existing classroom procedures seem old-fashioned and irrelevant.

9. Professional constraints

a. The impression of decreased authority and autonomy within the classroom.

b. The imposition of administrative decisions.

c. The frequency of interruptions caused by the plethora of announcements, assemblies, fire drills, extra-

curricular activities, field trips, student lateness and absenteeism.

Obviously, educators have different tolerance levels and psychological reactions to each of these elements. Their effects may even be positive if they cause a review of the situation and assist the person in appraising realistic alternatives to pursue.

Teachers can use these elements to analyze their own personal life situations. As an example, consider item number 5 from the list above, "the fear that declining physical powers, whether caused by old age or soft living, will diminish teaching competence." The negative stress caused by this psychological fear will produce a "fight or flight" response. "Flight" may take the form of no action. If so, the fear continues and can become a self-fulfilling prophecy. Competence does, in fact, decline, and the cycle continues. Another "flight" response is illness. In a sense, the stress becomes so great that the teacher takes him/herself "out of action." Substance abuse, such as drinking alcohol, is another "flight" response. Here the teacher avoids facing the stress, seeks to alleviate it through drug use, and actually accelerates the physical deterioration. There are other "flight" responses that result in new life directions such as early retirement, or quitting one's job to seek less demanding employment. These "flight" responses may not be negative, and could assist in reducing the stress, if the changes are carefully planned and new life goals are established.

Positive "fight" responses might include a thorough physical exam with some remedial action being taken such as establishing dietary and exercise programs, visiting older teachers known for their competence to learn about their techniques and knowledge, and reading the growing

literature on the positive aspects of aging. In this way, the fear could be seen for what it really is--fear of the unknown. Stress is reduced by first gaining information, and then taking positive action based on that information.

There are some basic principles of stress reduction that can be of great benefit to educators. They are:

- Setting achievable expectations for performance. These should be based on a realistic, objective feedback system.
- Take action in limited increments, to reduce the stress of anticipated results. Almost any problem is handled if the individual takes just some small action.
- Gain perspective on life and career through self-evaluation. Take care not to be critical or indulge in "where have I failed" sessions, but make a regular habit of reviewing, thinking reflectively, and setting goals.
- Maintain a sense of humor. The release of stress through seeing one's self less seriously is one of the great aids in mental health.

CHAPTER V

Well established habits, good and bad, hang on tenaciously. A life review, particularly in the area of health, will reveal where stress is a destructive force. Honest self-appraisal is never easy, but extremely necessary before change in habit and lifestyle is possible.

So long as man imagines that he cannot do this or that, so long as he is determined not to do it, it is impossible to him that he should do it... Spinoza

a book of verses underneath the bough
a jug of wine
a loaf of bread
and thou
beside me singing in the wilderness
... Khayyam

REVIEWING YOUR LIFE FOR STRESSORS

The rapid progression of events that significantly change our lives is now referred to as "future shock." It impacts all our lives causing anxiety and frustration that converts to stress. As individuals, we are not able to significantly influence all the events in our lives. World tension will continue. So will inflation, pollution, traffic, crowds, deaths, and divorces. All are stress inducing, and stress does take its toll from us, physically and mentally.

How should one handle life to avoid becoming a victim of these pervasive forces of "future shock"? There is no single answer, but there are areas for review that can assist in formulating a personal solution to fit individual lifestyles, a starting point for formulating objectives that will help you become the calm center of your life, so that external environmental stressors will lose their destructive force. Each of us has the power within to control and reduce the negative effects of stress. The key is to recognize it, and use it. If you believe stress is a destructive force in your life, carefully review these areas, alter them as needed to fit your situation, then adopt a program that will lead you to positive mental and physical health.

First, a warning. Personal growth, self awareness, and self esteem are all vital qualities. Many individuals and organizations, public and private, present courses, workshops, and seminars on these topics. They have many titles, and range from short exposure experiences to in-depth retreats. The benefits to the individual depend on the quality of the presentation, soundness of theory, and involvement of the participants. If the purpose is for the individual to gain knowledge and become free of

destructive behaviors, then almost any reputable self-help program can be beneficial. The danger in some programs lies in their tendency to create a dependency upon the organization presenting the program rather than independence. The "cult" influence can be a powerful one. The temptation to give someone else the life control, which each of us should keep for ourselves, should be avoided. The paradox is that some organizations advertise programs for personal freedom, but structure group dependency throughout their presentation. Forewarned is forearmed.

Area I. Health Factors

Health habits are the result of the way each person has chosen to live. Diet, exercise, work and life style are all influenced, and in turn, influence these habits. To successfully cope with stress, postiive health habits, should be a basic consideration. Not all health habits are included in this text, but those that most people need to review and ascertain if any action is needed in their live's in relation to them are included.

Smoking. Smoking as a destructive health habit is no longer an arguable issue. The evidence is conclusive that smoking is a major cause of coronary heart disease as well as lung cancer. It is simplistic to suppose that most long-time smokers can quit once they obtain the knowledge regarding the destructive aspects of smoking. A smoker generally must go through a specific process to successfully quit. The process includes:

. A sincere feeling of the need to quit.

- Realistic goals for reduction of smoking. "Cold turkey" may be realistic for some while others need gradual withdrawal.

- A support system such as family, group, or physician who can reinforce the changed behavior. One very effective support system is aerobic exercise such as jogging, cycling, or swimming. These activities help recapture the healthy lung activity, and reduce the withdrawal symptoms of smoking.

Drinking Alcohol. This is such a widely accepted social behavior in our culture that its destructive effects are often downplayed. In fact, these effects are still in dispute. It now appears that moderate intake of alcoholic beverages can even be beneficial. However, recent research indicates that not more than 2 ounces of alcohol per day is the definition of "moderate." A review of one's drinking habits should be based on this limited intake.

Persons who use the drinking of alcoholic beverages as an escape or "flight" response to stress should consider the social and psychological ramifications, as well as be aware of the physical damage to the liver and other physical deterioration due to excessive drinking.

Nutrition. Americans are notorious for their poor eating habits. The common diet includes extremely high caloric intake, with concentrations of fat, sugar, and cholesterol. Meals are eaten hurriedly without allowing the body time for ample digestion and relaxation. One need only drive in any city to see the assemblage of fast food outlets which promote food that is generally high in calories, heavily fried, and loaded with chemicals.

A periodic review of eating habits is wise for any person, but educators have an additional responsibility to pay careful attention to their diets, since the demands of their jobs call for a resiliency of body and reserves of energy. This review might include a discussion with

a physician who can help to analyze diet needs, including vitamin balance, in relation to present physical condition. Another approach is to obtain several books on the topic and do some self-initiated learning about the subject. Avoid extremist positions, and find books that outline diet needs in relation to balanced food intake. Most Americans could improve their diet by simply reducing their intake of such things as coffee, red meat, highly processed food, sugar, and salt. Adding fruits, vegetables, and whole grains would be beneficial to almost any person's diet.

Keeping a log of what is eaten for a full week can help to clarify a dietary review. The information obtained can be used to assist in making shifts in food intake. Self-honesty is important in keeping a log. Only you know what you actually eat, and you might be surprised at the end of the week when the log is reviewed.

Area II. Sexual Relationships

One of the most destructive aspects of stress is the negative impact it can have on a person's ability to function as a sex partner. Physiological factors such as poor conditioning, inadequate diet, and over indulgence in drugs and alcohol, or psychological factors such as tension, anxiety, and anger can hamper a person's ability to have a full and active sex life.

It is only now being recognized that healthy sexual relationships are a positive factor in life, and remain important well into the later years. Retirement and nursing homes are beginning to encourage the opportunities for sexual contact among older people. There are few

physical reasons why sexual relationships cannot continue throughout life. The cultural bias that develops from the sociological view of sexual activity in later life places undue stress on those who may wish to be "socially acceptable" but who also have natural and normal physical needs, and who must deal with this cultural dichotomy.

A major force in the maintenance of a healthy sex drive is the hypothalmus gland that secretes the hormone necessary to function as an effective sex partner. Stress and anxiety can actually depress the hypothalmus and reduce its level of functioning. Muscular tension, anger, and hostility, all manifestations of stress, can inhibit sexual activity.

The key to a healthy and fulfilling sexual relationship is similar to that for any other health-related habit.

. A positive, supportive mental outlook.

. A good balance of nutrition and exercise.

. The ability to relax.

It takes time to create a positive sexual relationship that results in meaningful sharing. Reduction of stress will assist people in fulfilling this worthwhile human need.

Area III. Goals

Changing one's life to make it better means evaluating goals, and then redirecting critical paths for attainment of those goals. Whether the goals are directly related to stress reduction, or to any other aspect of life, the process of goal setting will help reduce anxiety and frustration and assist in producing the desired changes.

Goals are what give direction and meaning to lives. People who suffer from the stress that is often the result of job-related pressures, find that the resetting of goals, and their processes for attainment will revitalize this aspect of life. Remember the three elements necessary for successful goal-attainment: 1) There must be a felt need. It won't do any good to set the goal to quit smoking, or to save $100 a month if the desire to do so is missing. Therefore, when setting goals, make sure there is truly a felt need. 2) The goals should be attainable. Setting the goal of running a four-minute mile may be fine for an 18 year old, but not so good for a 40 year old. It is a wonderful thing to have long-range or blue-sky goals, but if attainment is unrealistic, chances for success are small. Set intermediate steps so that you will know success on your way to such goals, then you will be much more likely to achieve that goal, or come near to it. 3) There must be a support system. A support system may be a book, information, a friend, or family. We all need someone or something that will keep us going, and provide us with the motivation to maintain direction toward our goals.

The goaling process needs to have flexibility, be realistic, and yet maintain that special element which pushes us to do, and accomplish some things we might otherwise consider beyond our capability. The power that each individual has is awesome. The sad fact is that it is rarely fully utilized. The key to success in this utilization is in understanding and applying of the goal-setting and goal-attainment process.

An important component that many people use as an effective tool in goal-setting is called visualization. Visualization is the process of mentally viewing the goal or objective to be obtained. Successful people

have long known how to visualize, either intuitively or through training. Visualization can become so powerful that the mind assumes the goal is already attained and acts as if that were so. Effective visualization is not merely picturing something, but is the visualization of participating in that activity. Consider the person who sets a goal to improve his/her ability to play tennis. In employing visualization, that person will visualize him/herself actually participating in the activity, with all the feelings of success that accompany winning the game. It is not like watching a person on a movie screen, but rather actual mental participation in the act of playing the game. If a person sets a goal to own a Mercedes 450-SEL convertible, he/she should begin to visualize what it feels like when driving. How does the road feel? How does the car respond on corners? What does it feel like to shift through the gearbox? What is seen out through the windshield while driving the car? This is the kind of visualization that creates a mental image in the mind, and prepares it for acceptance of the accomplishment of that goal as a normal, natural part of your life.

In the work being done in medical research, particularly in the area of cancer research, physicians and counselors are helping patients to visualize the cell changes in their bodies as cancerous cells are being destroyed. The body, because of this mental power to visualize, is actually able to effect this medical change. We all have done it, perhaps by accident. It is a powerful tool in the goal-setting process. With practice, it can enhance the success rate in goal achievement.

Area IV. Communication

When the American Academy of Family Physicians issued its report on lifestyles, Personal Health Care in Different Occupations, a major segment of that study was, "How do people cope with stress?" Sixty-four percent of the teachers responding said that talking to someone was their major means of coping with the stress in their lives. Talking with a friend was indicated as the major stress release technique. A small group, 5% or less of those surveyed, talked to a physician, a clergyman, or a therapist when feeling stressful.

Since educators use talking as their major method for releasing stress, some techniques for better utilizing this approach could be helpful. When a person is under a great deal of stress and wants to talk about it, that person needs to talk with someone who can respond in a manner appropriate to his/her psychological need. There are three categories of respondents that are most helpful when counselling an anxious person. The first is a comforter. A comforter is a person who says, "Everything is alright. Don't worry about it. You'll be fine tomorrow," and helps the anxious person deal with the life stresses by offering support no matter what the circumstance. The second type of respondent is the clarifier. A clarifier is an individual who asks, "Did you think about this? Have you thought of the alternatives? Why did that happen? What else might you have done?" The clarifier assists the person under stress in thinking through the events that brought about the unpleasant situation causing the pressure. Careful thought and reexamination of one's position and responses will often suggest alternative courses of action. The third type of respondent that may be needed from

time to time is a confronter. The confronter says, "Why did you do that? Is there something happening in your life that you haven't thought of? Are you sure that you are examining your true reasons for acting that way or reacting that way?" The confronter helps the individual to probe for better understanding of life motives and actions, even though they are sometimes not easy to admit.

It is very difficult for one friend or family member to serve all three of these respondent roles for us. It is even more difficult for that friend or family member to know which respondent role is needed at any given time. This task is made significantly more difficult because the person under stress often sends out incorrect signals as to which type of response is really desired and needed. Consider the person who arrives home from work under a great deal of stress, indicating through his/her behavior that there is a need for some kind of counselling response. This behavior is interpreted by the spouse as the need for a comforter response. That response is offered, but rejected by the anxious person because what was really wanted was clarification of the situation. As a result, anxiety, instead of being reduced, is increased. If talking with a friend is to be used as a stress release technique, both parties have an obligation to share openly and honestly about their true feelings, and the psychological stance that is likely to be the most helpful.

An illustration of how this can work is suggested by an incident that occurred after a husband and wife attended a workshop where this concept was presented. The next evening when the man arrived home from a grueling day at work, he found his wife had placed three buttons on the

door. One said "Comforter," one said "Clarifier," and one said "Confronter." Next to the buttons, was a sign which read "Pick one and come in." This wife was a wise person who realized that she could better communicate with her husband if his needs were all defined and in the open.

The art of communication takes practice and knowledge about what is really taking place for the people involved. Talking is a powerful tool, and a great opportunity for helping to reduce stress. To confound it through inappropriate responses lessens its effectivness and limits our ability to fully utilize the counselling resources that we have among our friends and family.

CHAPTER VI

If ye would go up high,
then use your own legs!
Do not get yourself carried aloft,
Do not seat yourself on other people's
backs and heads. . . . NIETZSCHE

One of the best defenses against the destructive nature of stress is to maintain a healthy, strong body. Exercise is a major component of a health maintenance program, and should be an integral part of each person's weekly schedule. Many alternative exercise activities are available, so structuring a personal program of exercise is simply a matter of choosing those that best suit your needs.

STRESS REDUCTION THROUGH PHYSICAL ACTIVITY

Historians and observers of human behavior have long noted the relationship between exercise and positive health. In fact, the sport of Kung Fu is reported to be at least as old as the sixth century B.C. It is related to Nei-Ching which dates back to 2598 B.C. and emphasized good posture, deep breathing, and shadow boxing movements. Mainonidos (1204 A.D.), who was one of the most famous physicians of the early middle ages, called exercise "the main principle of good health!".

There has been a resurgence of emphasis on exercise as a health inducing function, and the same simple principles which have been known throughout the ages govern the attitude about the contribution exercise makes to positive health today. One of these same common-sense principles is evident in traditional school activities. For example, why do schools have recess? Many teachers and students have never examined this phenomenon as a stress reducing mechanism. Observe an elementary school playground during an unstructured recess period. What is noted is that the children are releasing their stress in normal, appropriate fashion by running, yelling, pushing, swinging, walking, talking to a friend, or just quietly sitting. Unfortunately, as we grow older we lose this spontaneous release opportunity. In fact, in the same school where students are releasing their stress normally through play and exercise, many teachers are adding to their stress by sitting in the faculty room, drinking coffee, eating donuts, and discussing their problems with each other.

The activity of recess as a 15 minute exercise program at mid-morning and mid-afternoon has a sound medical basis. The lowering of

energy levels and productivity as the day proceeds are factors that teachers regularly report. Educational maxims, such as "teach reading in the morning," or "kids are no good in math after lunch," reflect physical, not pedagogical, problems. Exercise will help students and teachers to maintain energy levels throughout the day so that the pedagogical activities they engage in will elicit receptivity and enthusiasm.

An exercise program should have as its goal the development of aerobic fitness. Aerobic fitness is the best single indicator of overall cardiovascular health. It refers to the amount of oxygen the body can process within a given amount of time. Aerobic physical activities are those which raise the heart rate sufficiently high for a period of time to produce oxygen intake and output of an approximately equal amount.

Aerobic activity has several very specific effects upon the cardiovascular system. First, it increases the capacity of the heart to pump blood more efficiently. This is known as the stroke volume. That is, each heartbeat pushes more blood through the system. Therefore, the heart does not have to beat as rapidly as before. Second, greater amounts of oxygen are brought into the blood, therefore, enriching its content. Third, the recovery rate is reduced. This means that when the body is placed under stress and the heart rate increases, as the stress subsides, the heart will return to its normal rate much more rapidly than if the body is not aerobically fit. Among persons who have engaged in aerobic activities over a period of time, the resting heart rate is usually reduced from a normal rate of 72 beats per minute to 50-60 beats per minute.

SC

The heart rate is only one indicator of a person's aerobic fitness. Genetic makeup can also influence the cardiovascular system significantly. While one person may be totally fit and still have a resting heart rate of 72, another who is engaging in the same fitness program might have a resting heart rate of 50. The important thing is that it is within human control to make the heart, and the entire cardiovascular system, more efficient and more resistent to the destructive nature of stress.

Ideas for Educators

Up front, we need to face the fact that teachers and administrators are models for their students, and must practice, to some degree, what they are attempting to teach. Engaging in stress reducing physical activities to encourage positive health provides a behavior model for students that will help them build good lifetime physical habits. Students will be positively influenced by the person who looks healthy, feels vitally alive, and acts enthusiastic about life. To achieve this state requires a healthy body. Even the simple act of walking for one-half hour a day can greatly improve one's physical health. Some people prefer highly structured programs that include calisthenics, court games such as tennis, or other specific activities like jumping rope and running. The individual must undertake the kind of program that is correct for that individual's situation.

Prior to undertaking any exercise program, a person should have a physical evaluation. The extensiveness of this physical evaluation depends upon the age and present condition of the individual.

Here's a little exercise to try. On a piece of plain white paper, do the following: (1) Draw a straight line about six inches long from left to right. At the left end of the line write the word "Minimum," and at the right end of the line write the word "Maximum." (2) Now think for a moment. In relation to your age, determine what you think your physical health, your physical condition is, and place it somewhere on that line, between "Minimum" and "Maximum," by putting an "X" on top of the line. (3) Now divide the line roughly into ten equal segments. (4) Where is your "X"? Is it in the "Minimum" segment, or is it in the "Maximum" segment? If it is in the "Maximum" segment, that is, your health status (physical condition) in your opinion is at its maximum, then proceed no further because you are doing many of the correct things and do not need the remainder of the information in this section. However, if it is not, list on the paper, any health-related items which keep you from being in the tenth segment. For example, do you have any congenital diseases? Do you have health habits which keep you from being at the peak of your physical health? Do you have other types of health-related problems which, in your opinion, keep you from being at maximum physical condition. If so, jot them down. (5) Now read your list, and cross out any of the items that you cannot do anything about. For example, if you had rheumatic heart disease, there is nothing you can do about that. Cross it out. In addition, cross out anything that you do not want to do anything about. Now read the items remaining. If you are like most of us, chances are, what you have left are negative health habits (e.g., smoking, drinking alcohol, or obesity).

This brief survey will help you roughly analyze your physical condition. It is important that you have a clear picture of your present health status before you begin any program of improvement. If, after making your own personal health analysis, you decide you want to do something about the items on your list, see your physician. Find out which of your problems can be helped by physical exercise, and discuss with your physician what kind of a program might be best for you.

It is not the purpose of this resource guide to give a detailed account of physical conditioning programs. There are many books and other resources readily available that describe such programs. There is one area, however, that deserves our attention. The President's Council on Physical Fitness found that a program of aerobic exercise produces a maximum amount of physical fitness. Figure 4 lists eight common activities people like to participate in and their point assignments in the various areas of physical fitness. Also listed under each exercise is the number of calories per hour burned off as a result of doing the activity. Even though bowling and golfing are listed on this table, it should be noted that these activities do not produce an aerobic effect. They do not bring about the kind of cardiovascular improvement desirable for increasing positive physical health. They are listed here because so many Americans participate in these activities, and think that by doing so they are improving their physical fitness status. It is generally not the case. Golf may provide the opportunity for a good long walk, and bowling involves a great deal of coordination and concentration, but the way they are played by most Americans (e.g. using electric golfcarts, drinking beer, being in a smokey atmosphere), just does not produce the

FIGURE 4

EIGHT SPORTS: HOW THEY CONTRIBUTE TO PHYSICAL WELL BEING

Physical Fitness	Running *650-847	Bicycling 650	Swimming 529	Hand-Ball/ Squash 590	Tennis 419-591	Walking 401	Golf N/A	Bowling N/A
Cardio-Respiratory Endurance	21	19	21	19	16	13	8	5
Muscular Endurance	20	18	20	18	16	14	8	5
Muscular Strength	17	16	14	15	14	11	9	5
Flexibility	9	9	15	16	14	7	8	7
Balance	17	18	12	17	16	8	8	6
General Well-Being								
Weight Control	21	20	15	19	16	13	6	5
Muscle Definition	14	15	14	11	13	11	6	5
Digestion	13	12	13	13	12	11	7	7
Sleep	16	15	16	12	11	14	6	6
TOTAL	148	142	140	140	128	102	66	51

*Calories Burned per hour

kinds of results that will improve the cardiovascular system. Both of these activities have a great deal to offer people. However, do not delude yourself by thinking that they can be the basis for a good physical fitness program. Play golf, go bowling, but consider these as recreational activities. Then participate in some of the other activities listed on the chart to raise your physical fitness level. As a result, it is likely that your bowling and golf will improve.

Let us take a closer look at each of the activities on the chart.

Running or jogging. The increased interest in running or jogging has been called "the greatest public health movement in the United States since preventive dentistry." Millions of Americans are taking up running and jogging as a means of improving their overall fitness and ability to resist the physically damaging effects of stress. Its popularity can be attributed to several factors.

1. Almost everyone can do it because it is an individual activity with the duration, distance, and speed determined personally.

2. It is inexpensive. The only equipment really necessary is a good pair of running shoes and clothing to fit the climate.

3. Weather conditions need not be a problem as long as proper attention is given to adequate liquid intake, and provision is made for extreme heat or cold.

4. It can be an isolated activity or social activity depending on individual desire. There are running clubs, running events, and running periodicals for people who like a social component.

5. Running can begin as a gradual walk-run combination, and build progressively as the individual's endurance increases so there is a feeling of accomplishment from the beginning, and little chance for injury.

It is generally accepted that one-half hour of running, five times a week will produce aerobic fitness and build a person's cardiovascular system to within ten percent of its potential maximum. A person who wants to begin a running program can go to any public library or book-store and obtain one of the many books written on the subject. The rules are simple. The results can be fantastic!

A point of caution. Running is not for everyone, and if it is not enjoyable in some way a person might want to look at alternatives. Running also does very little for upper body development, so a stretching and simple calisthentics program should be part of the runner's routine.

Bicycling - the European activity. What a joy to go out on a bicycle on a beautiful day and view your surroundings, breathe in the clear air, and truly relax while riding down a quiet street! Even though bicycling has become difficult in some crowded urban American areas, more and more people are taking up this most beneficial activity. They put their bicycles in their cars on racks, and drive to places where they bicycle with some degree of safety. Bicycling is very good for people whose physical conditions may not allow them to run. It produces the same type of positive cardiovascular effects as running if they bicycle for exercise and do not just coast. Two miles of bicycle riding, if it is done correctly, is the rough equivalent of a mile of running. In developing a bicycling program for maintaining good physical fitness, remember the following:

1. Acquire a bicycle that has gears so you will be required to work at riding by continually pumping.

2. Invest in pedal straps that hold your feet to the pedals and force you to pull up as well as push down when pumping to move the bicycle.

3. Do not coast. Be sure to bicycle on hills as well as flat areas, so that you really put the pressure on your legs to pump and cause your heart rate to increase.

Many people use a stationery bicycle for exercise. This can be a tremendous adjunct to any exercise program. A stationery bicycle, like a regular bicycle, should have pedal straps and an adjustment to increase the tension on the pedals. If riding the stationery bike seems boring, try putting it in front of your television set, and ride while you watch the evening news, or weekend football game. Not only does the time go by rapidly, but you can get 15-20 minutes of good, positive exercise in a period of time when you would normally be sedentary. As with running, there are many good books written on bicycling that are easily available. If you intend to take up bicycling as a serious activity, such a book would be a valuable aid to developing your program.

Swimming often called the perfect exercise. Swimming is touted as the activity to engage in if you want to achieve total body conditioning. The act of swimming involves working and coordinating all parts of the body--arms, legs, breathing apparatus, and upper body. It causes you to stretch as well as put pressure on your muscular system, and increase your heart rate and your breathing without putting undue physical stress on your body since the water provides buoyancy. So, if you are a swimmer, you can be secure in the knowledge that this exercise will take care of most of your fitness needs.

There is one major problem with swimming as a physical conditioning activity. It is easy to delude yourself into believing you are swimming

when in fact all that is happening is that you experience a few pleasant moments relaxing in the water. Visit any swimming pool on a warm day and watch the people. Most people are sitting by the pool, splashing in the water, or swimming only in short segments. Such activity does not build up the type of aerobic conditioning that is necessary to maintain a high level of physical fitness. This can, in fact, be dangerous if you believe you are doing something positive for your body. If you are a swimmer and are using it as your physical conditioning exercise, be sure that you follow a regular routine. Swimming four to five times a week for an uninterrupted period of at least a half hour is recommended, and will bring your cardiovascular system toward its maximum efficiency. If you live in an area where the weather is a problem, swimming may be difficult. However, it is such a good exercise, it would be beneficial to include some swimming in your exercise program. It is a fine companion to running or bicycling and should be considered by anyone who is serious about total body conditioning.

Tennis and other court games such as handball and racquet ball. Competitive court games are excellent activities to provide for physical conditioning and development of coordination if you participate in hard singles competition, rather than the more social doubles or mixed doubles. Court games provide a great sense of competition, and have a social aspect which attracts many people. They also can provide good upper body fitness when played regularly. There is a word of caution for those who participate in these activities. It is easy to acquire twisted knees or ankles, or elbow and shoulder injuries. Even though special

facilities are needed the popularity of these sports attest to their ability to help people get in good shape, and enjoy doing it.

It is often said that a person should get in shape to play sports rather than play sports to get in shape. For this reason many people who play court games also include swimming, bicycling or running in their exercise program so they will perform better at these court games, and be less prone to injury.

Walking. American dependence upon motorized transportation has probably contributed more to our poor physical condition than any other single factor. The most positive effect of the energy crisis may well be that the high cost of gas will force people to walk longer and more often. Walking is probably the most underrated of all physical activities. It has a definite salutory effect on the body. It tends to massage the joints and muscle system, and if done correctly, can help develop aerobic fitness. Walking is an excellent form of conditioning provided a few simple rules are followed:

1. Have a good pair of walking shoes with plenty of support.
2. Walk briskly, heel to toe, with arms swinging in a natural, comfortable arc.
3. Walk for at least a half hour or more at each session.

If you follow these simple guidelines, walking can be the mainstay of your conditioning program. One fine way to develop your walking program is to pick two or three places about one half hour from your home. Walk to them, and become familiar with the route, scenery, neighborhood dogs, and bicycle traffic. Then, each day, take your brisk walk to a different one of these destinations, and return. This one-hour

outing will enable you to gain fitness and enjoy the surroundings without having to worry about where you are and how far you have walked.

Other aerobic activities. In addition to the above, there are other less well-known activities used by people to build fitness. Rope skipping will increase the heart rate sufficiently to encourage an aerobic effect, and can be done indoors. About 10 minutes a day is equal to 1/2 hour of jogging. If you rope skip, be sure to begin slowly and work up to the 10 minute time. Roller skating is becoming very popular again, both indoors and outside. Again, it is the brisk pace which determines if skating is just for fun, or fun and fitness. Another very fine fitness activity is dancing if it is vigorous enough and performed often enough. Aerobic dancing classes are available in most urban areas.

The key to fitness is to find an activity which fits your personal preferences, your physical needs, and can become a consistent rewarding program. By doing so, you will be able to pass on to the young people with whom you work, the knowledge and skill it takes to build a good fitness program. Most importantly, you become an example, so they will begin to think of their own physical conditioning, and view their bodies as great resources which will serve them well in resisting the destructive effects of stress.

ACTIVITIES FOR STUDENTS

It has been assumed that students automatically get the kind of physical exercise that builds resistance to stress. This assumption is proven to be wrong at almost all age levels. Consider the following:

1. Children of all ages average 20-25 hours per week in the passive role of watching television.
2. Our highly automated culture has replaced many of the traditional physical tasks of the young (e.g., lawnmowing, walking to school).
3. Sports participation is centered around non-aerobic activities like baseball or football.
4. The number of physical education classes in schools has been reduced.

The fitness levels of young people have been shown to be relatively low, with a large percentage unable to complete basic exercise tests. A study of young American casualties of the Korean War showed cardiovascular systems already in states of severe decline, and a recent Pennsylvania medical study indicated the early signs of coronary heart disease were showing up among middle-school-age students.

Each person who deals with the young student has a basic responsibility to assist that person in developing positive physical health. As has already been stated, the major influence will be by the example set by teachers, but beyond that, there are specific activities.

Activities for Elementary School Students

Children love to run. To fail to capitalize on this natural phenomenon is a mistake. Young children tend to run in sports and, while this is okay, the teacher should help students to learn to pace their running

to increase endurance. To accomplish this, make the run cover a period of time rather than distance. An afternoon 10 minute jog does wonders for building stamina, and makes students more productive in the classroom. This can gradually build to 15 minutes for ages 5-8, and 20 minutes for older youngsters. At this age, a run of 10-15 minutes usually does not require special clothing or showering. Remember, these are jogs, not sprints. Students should engage in this activity a minimum of three times a week, and the teacher should be a participant.

Jumping games have a great appeal to young students. In addition to the aerobic value, they take coordination, and there is even a social element to jumping activities. Recess time is an opportune moment to encourage jumping rope. In a 5 minute span, a youngster can accomplish a great deal toward aerobic fitness. Be sure to have many individual jump ropes on hand. Provide instruction. Too many students will not jump rope in a group because they lack skill, but can learn with instruction and encouragement.

Weather conditions are often cited as a major detriment to many of the activities of students. Creative use of hallways, the cafeteria or covered walkways for walking, jogging, and rope jumping, can keep children participating even when bad weather stops normal physical exercise.

Activities for Junior High School Students

At this age the disparaty between fitness levels increases. Those students inclined to physical activity become more physically fit, and those in poor condition become worse. There is great social pressure at

this age, so the teacher must be sensitive to the special stress affecting many youngsters of this age group. These students will benefit from discussions and other classroom activities involving stress and fitness. Even though they may not outwardly so indicate, these instructive classroom discussions will have an influence on the fitness habits of those who participate.

Dancing can be a major source of fitness for junior high age students. Square dancing, disco dancing, and other forms of aerobic dancing can contribute to fitness when the participation is vigorous and regular. Anyone who has tried 15-20 minutes of disco dancing can attest to its aerobic nature.

Another fine physical activity for this age student is bicycling. Schools could form cycling clubs to capitalize on the students' natural interest in this activity. Clubs can help develop safety awareness, as well as proper physical conditioning, through cycling.

The physical growth of youngsters of this age demands that physical education classes be supplemented by regular classroom routines for walking, stretching, and deep breathing. Teachers who include these three activities regularly will reap the additional benefit of working with students who are more attentive, relaxed, and able to learn more effectively.

Activities for High School Students

By age 15 most physical activity habits are well established, and the gap between the fit and unfit gets larger. The students who are "into" fitness do more, and those who are not, do even less. This is

complicated by destructive eating habits which many teenagers have acquired by this age. Other destructive health habits, such as smoking, drinking alcohol, and other substance abuse, become significant factors. Group pressures can present difficult problems for teachers and administrators who work with this age group.

Today, we are fortunate that so much new information is becoming available regarding fitness and its benefits. The high school teacher of any subject can integrate these concepts into the instructional program to assist students in gaining cognitive knowledge regarding physical health and stress reduction. However, at this age the task is to change habits as well as to develop habits. To increase the probability of success in changing habits, follow these steps:

1. Students must have a felt need.
2. Goals must be attainable and have intermediate steps to guarantee some success.
3. A support system of people, knowledge, and rewards must be activated.

Perhaps the self-knowledge of how difficult habit change really is helps teachers to understand how critical these three elements are. The third step is extremely vital because the high schooler functions with a great deal of peer group social pressure and has a strong need to belong.

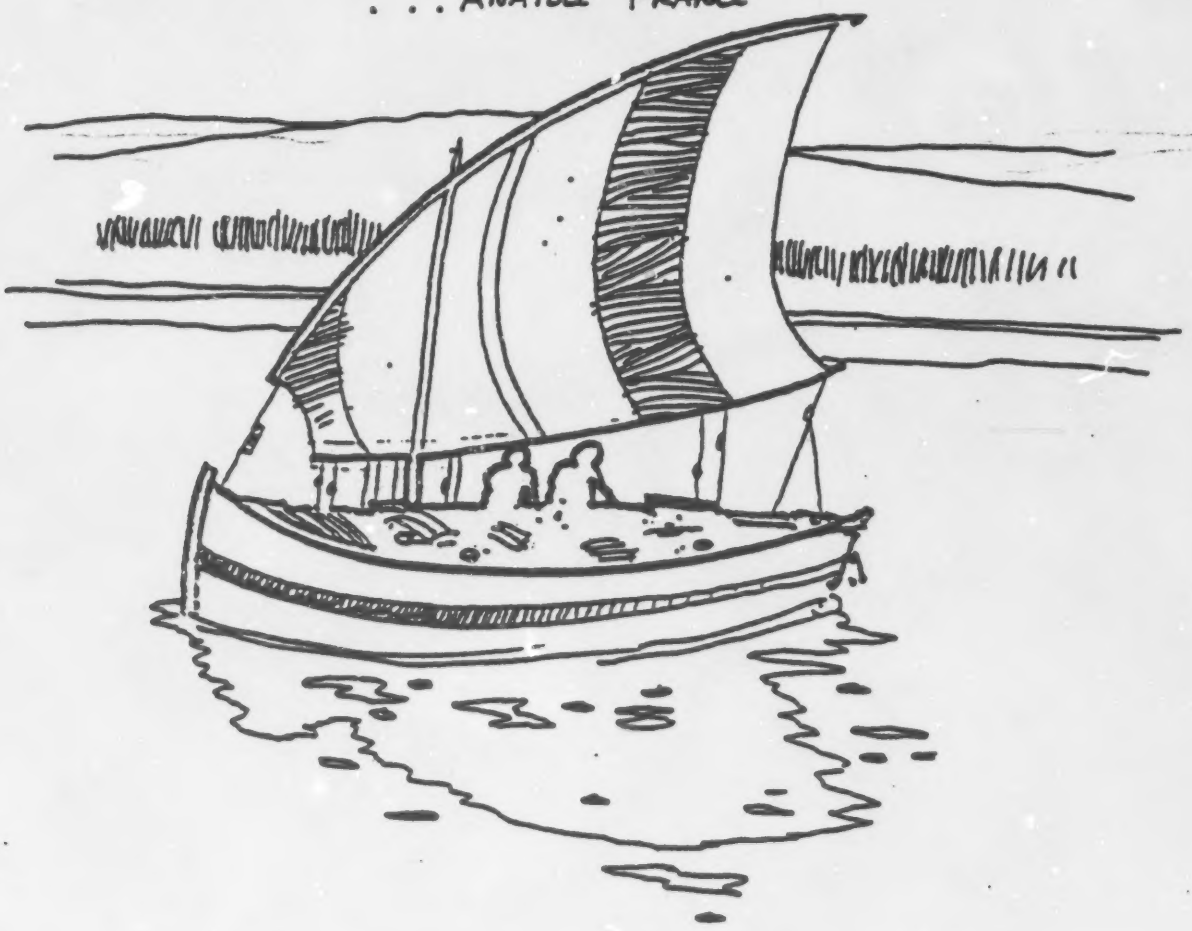
The high schooler is under as much stress as any adult, perhaps even more in some situations. Financial pressure, goal attainment, bleak futures, environmental stress, and family problems are among the many real and imagined stressors facing teenagers. Open, responsive teachers can help in reducing the negative effects by listening to students and providing common-sense counsel. Hopefully, this counsel would include

the need for a physical exercise program, utilizing any of the activities previously listed for adults.

CHAPTER VII

man is so made that he can only find relaxation from one kind of labor by taking up another.

. . . ANATOLE FRANCE



In the hectic life most people live there seems to be less and less time and inclination to relax. The nurturing power of relaxation can be a strong force in supporting a person's natural stress defenses. There are specific techniques that help people learn to relax.

RELAXATION

The ability to truly relax is rarely found in most Americans. It is even more rare in the American educational establishment as groups of students and teachers are in constant contact. It is as if relaxation and the ability to engage in this most constructive behavior were a negative influence to be avoided in our lives. Studies in biofeedback techniques have shown that true relaxation is a significant factor in reducing the negative effects of stress. Other studies also indicate that true relaxation may be as effective as exercise or any other stress release activity in reducing the negative effects of stress.

Before defining relaxation, here is what it is not: Relaxation is not watching television, it is not reading a book, it is not even sleeping. Most activities which Americans believe are their relaxation activities involve active mental processes. These mental processes do not allow a person to achieve a complete state of relaxation. Relaxation is not a natural activity for most Americans.

For true relaxation to occur, some specific conditions must exist. Berenson has pointed these out in his book, The Relaxation Response. They are:

- A quiet environment. If people took their daily schedules and wrote down the location of their activities, they would find that rarely are they in a place which could truly be called "a quiet environment," that is, a place to be alone, without sound, and with soft lighting. In order to find this rare space, a person must seek out a room or a spot like that, and then plan to have it available for relaxing. Many companies are installing meditation rooms or quiet rooms within their buildings to allow employees a place for real relaxation.

- A passive attitude. A person must empty his or her mind of all thoughts, allow the mind to relax, and encourage all

thoughts to leave the mind so that work does not continue on problems, and attempted resolution of cognitive issues ceases. To do this, a "mantra" can be helpful. A mantra is simply a mental device to help an individual clear the mind. It may be a word repeated to oneself, the counting of heartbeats, listening to breathing, or other similar devices which might assist that individual in clearing the mind.

- A comfortable position. Most people are so tense, that it is difficult to relax because they keep moving about. It is important to find a comfortable position and maintain it during relaxation. Sitting in a soft, but firm chair, feet on the floor with arms and neck relaxed, is usually comfortable for most people.

Consistent practice develops the habit of relaxing daily for ten to fifteen minutes. If not practiced regularly, the habit of relaxing is likely to be forgotten and other less significant priorities will take precedence.

In the novel, Shogun, a metaphor for relaxation is given by a Japanese girl. Her advice is to sit in a garden and watch a rock grow. This best describes the elements of true relaxation.

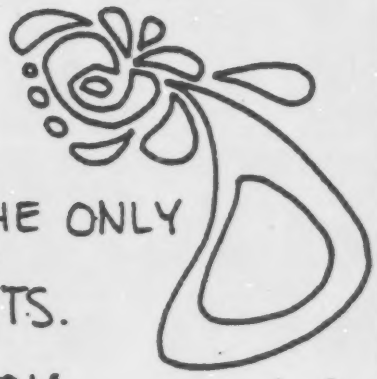
Teachers know that students of all ages need periods of relaxation throughout the school day. There are ample opportunities for relaxation and most teachers are willing to provide time for quiet activities. However, they generally do not provide instruction on how to relax. Perhaps this is because teaching such skills are not yet accepted as appropriate subjects for the school curriculum. The following exercise can be done with students of any age in the classroom:

Prepare for the activity by providing for the conditions stated at the beginning of this section. After that has been achieved, tell the students to visualize (see and feel) the muscles in their feet and clench them, or put tension on those muscles. Then release. Combine this muscular tension/release cycle with deep breathing. Follow the same pattern through the legs, chest, fingers, arms, and neck. Then tense the facial muscles and relax them. After having completed this muscle-

tension relaxation cycle, tell them to remain still for three to four minutes. As students gain the ability to apply this tension relaxation technique to their muscle groups, they will become more proficient in relaxing their entire bodies. This progressive relaxation can also assist people who have difficulty sleeping, because it clears the mind of disturbing thoughts and helps them concentrate on feeling their bodies relax.

By developing a set of skills for relaxation, many people have learned how to reduce stress by controlling heart rate and blood pressure. This is just a beginning in what can be possible through true relaxation, and it should be an important part of each teacher's and student's school day to help reduce the high muscular tension level at which most people function the majority of their lives.

CHAPTER VIII



FORTUNATELY ANALYSIS IS NOT THE ONLY WAY TO RESOLVE INNER CONFLICTS. LIFE ITSELF STILL REMAINS A VERY EFFECTIVE THERAPIST. . . . KAREN HORNEY

The more specific a person is in conducting a personal life stress review, the more likely that person is to make progress in stress reduction. Using a simple system will encourage success, and will act as motivation for accurately analyzing the personal stress status.

Most of the time we think we're SICK, it's all in the mind.

. . . Thomas Wolfe

SELF-RESPONSE STRESS ANALYSIS

Educators regularly face job challenges that are unique to their profession. In addition to that, they are fully functioning human beings that must meet the daily stress and strains of living that confront all people. To be able to meet these challenges with a minimum amount of stress takes knowledge of one's response to the personal stressors encountered. The task of analyzing one's own situation can be accomplished by identifying the symptoms and causes of stress in one's life. Having done that, one can develop a plan of action, or a treatment that will keep the level of damaging stress at a minimum. While doing a self-analysis is never really easy, the task can be more readily accomplished if stressors are categorized so that responses can be sorted out.

Five categories for your self-response stress analysis are:

1. Physical well being. What is the status of your physical health? Include information about smoking, drinking of alcoholic beverages, diet, exercise, and other aspects of physical health.

2. Mental outlook. What is your personal view of life? Include information about your self-image, career, values, and the affective aspects of your life.

3. Social adjustment. What is your general attitude toward other people? Include information about your behavior when dealing with others.

4. Environment. What is your reaction to the external forces in your life? Include information about such things as how you react to traffic, crowds, noises you encounter, life routines, and home and work atmosphere.

5. Emotional state. How do you feel about yourself, the person only you know? Include information about your personal successes and failures, your feelings of guilt, anxiety, and frustration, and your needs and desires.

These categories overlap one another and may seem to be repetitious. It is suggested that you sort out your personal situation carefully. Categorize your stress in whatever way seems sensible to you. Take a piece of paper and across the top make four headings as follows:

CATEGORY	SYMPTOM	CAUSE	ACTION TREATMENT

Under the heading of "Category" list each of the five life situation categories leaving room under each entry. Now identify a symptom, physical, mental or emotional, you are experiencing. For example:

CATEGORY	SYMPTOM
Physical Well being	Chronic Backache

Next, carefully consider the symptom and determine the possible causes of it. Write it under the heading "Cause." For example:

CAUSE
Age, Sit at desk all day. Lack of exercise.

Finally develop an action plan for treatment. Write it under the heading "Action Treatment." For example:

ACTION TREATMENT
Have physical exam. Begin class in Yoga. Take noon walks. Schedule stretch breaks at work.

Complete the form for all categories. Yours might possibly look like Figure 5.

One final step must be carried out. Action treatments must be put in priorities since it would be impossible to engage in all activities at once. Time constraints and financial constraints are factors that might exercise control over the number of activities in which you choose to engage. Therefore, decide which treatments are most needed, and most appropriate, for you to act on.

Now begin. The key to success is to act on your priorities.

FIGURE 5

CATEGORY	SYMPTOM	CAUSE	ACTION TREATMENT
PHYSICAL WELL BEING	Headaches	Work overload Pressure from boss Passed over for raise	Physical examination Examine diet, include more Vitamin C & B Review work priorities and discuss with boss Take a time management course Take a one-half hour walk each evening
MENTAL OUTLOOK	Difficulty in making Decisions	Lack of Goals Boring or dead end job	Join a leading club Have career counseling Evaluate life goals and set new ones or renew old ones Quit job
SOCIAL ADJUSTMENT	Withdrawing in social situations	Feeling rejected at work Trying too hard to please	Personal therapy and counseling Assertiveness training Join an interest group such as church or political action Smile
ENVIRONMENT/WORK, HOME	Temper outbursts	No space to be alone Freeway driving to work Inflation	Use public library to gain quiet time and gain information on budgeting, buying, etc. Learn relaxation techniques Join freeway (pro or con) action group
EMOTIONAL STATE	Often confused Go from one thing to another	Loss of self esteem Family conflict Sense of failure	Accept self with perspective on life Undergo analysis Share fears with someone Seek out strokes Take responsibility for care of pet

FIGURE 5 (continued)

STRESS RESPONSE SELF-ANALYSIS

Stress responses can be roughly divided into five life situation categories. Although there is an overlap, it is helpful to use these categories to be more specific in identifying your own stress responses. Remember that you usually recognize only the SYMPTOM and must analyze beyond that to the CAUSE and the ACTION TREATMENT in order to effect positive change.

STRESS PRODUCING LIFE SITUATION CATEGORIES

A.	Physical Well Being _____	A.	Your Personal Health Status
B.	Mental Outlook _____	B.	Your view of your Life and Career
C.	Social Adjustment _____	C.	Your Interactions with Others
D.	Environment/Work, Home _____	D.	Your Reactions to External Forces
E.	Emotional State _____	E.	Your View of Yourself

DIRECTIONS

Select the SYMPTOM of stress in your life for at least three of the five categories listed above. Then analyze the possible CAUSES, record them and several ACTION TREATMENTS you feel might be appropriate. This analysis is for your own personal use only.

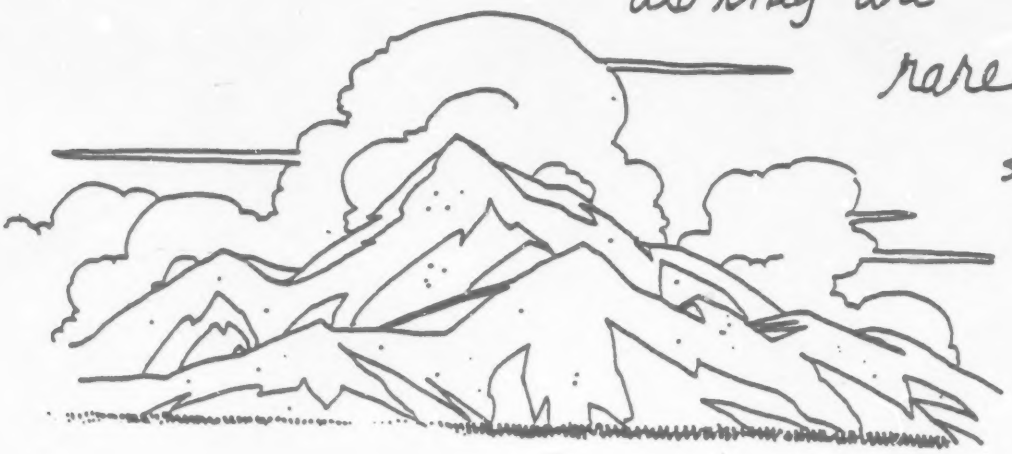
EXAMPLES

Category	Symptom	Cause	Action Treatment
Physical Well Being	Chronic Backache	Lack of Exercise Age	Take Full Physical Exam Begin Exercise Class (Yoga)
Mental Outlook	Difficulty in Making Decisions	Lack of Goals Boring Job	Begin a Structured Reading Program in your Field Return to School Change Jobs Seek from Another Support in Goals Setting

CHAPTER IX

all excellent things are as difficult as they are rare.

SPINOZA



TO TAKE WHAT THERE IS, AND USE IT,
WITHOUT WAITING IN VAIN FOR THE
PRE CONCEIVED -
TO DIG DEEP INTO THE ACTUAL
AND GET SOMETHING OUT OF THAT-
THIS DOUBTLESS IS THE RIGHT WAY TO LIVE.

. . . Henry James

In the last analysis, each of us is alone. Stress is no more or less than we make of it, or no more positive or negative than we let it become. The keys are knowledge and action.

A FINAL NOTE

It appears that we are on the brink of a revolution in medical treatment as it relates to the whole person. A cornerstone of this new era is the concept of letting the human body use its natural strengths and defenses to a much greater degree. Selye calls this "A code of conduct based on natural laws." Nature's own self-protecting measures, such as the production of adaptive hormones by glands, are built into the very texture of the body and transmitted through generations. Each of us faces the challenge of knowing more about ourselves and then using this knowledge to begin processes for improving our physical and psychological defenses against stress.

If the amount of adaptive energy we all possess is finite, then we need to know how to use it most effectively in combating stress and how to conserve it for use throughout life. The purpose of the suggestions in this guide is to help people analyze their own personal stress situations and then select processes for combat and conservation.

A healthy, happy, and productive life should be our common goal. As with any such goal its achievement will be a continuing process. The process which includes items such as healthy diet, exercise, relaxation, positive health habits, and positive mental outlook will be as exciting and rewarding as the goal itself.

Each of us is the helmsman in our voyage of life. It will not be the winds of chance, the shoals of circumstance, or the storms of external forces which finally determine our course: It will be our own faith in ourselves and the strength of our actions. The stress and strains of the journey will continue, but our personal ability and

resolve to maintain a positive balance in life will provide us the answers for success.

REFERENCES

The American Academy of Family Physicians, "Lifestyle Personal Health Care in Different Occupations." Kansas City, Missouri: 1979.

Six occupations were studied to determine life styles, health care and stress reactions. Teachers are included. Results indicated that verbal release is the major source of teacher stress release.

Friedman, Meyer. Type A Behavior and Your Heart. A. Knopf, 1974.

The original report of the San Francisco cardiac studies which identified Type A (hyper) and Type B (calm) personalities.

Selye, Hans. The Stress of Life. New York: McGraw Hill, 1976 (rev. ed.).

This is the definitive work on stress from the recognized leader in the field. The history of medical research, implications, and warnings are presented in a readable, yet technically accurate manner. The development of the General Adaptive Syndrome (GAS) and its impact on the medical aspects of stress is particularly enlightening.

Simonton, O. Carl, et al. Getting Well Again. Los Angeles: J. B. Tarcher, 1978.

A review of the work done in the author's Ft. Worth cancer counseling center. Using holistic medical approaches the book reviews case studies of persons whose terminal cancers were affected by mental attitude, visualization, and other treatments. The impact of psychological stress on the body's immune system is of particular note. This book is on the cutting edge of medical treatment.

Styles, Ken and Gray Cavanagh. "Stress in Teaching and How to Handle It," English Journal, January 1977, p. 76.

Yates, Jere E. Managing Stress. New York: AMACOM, 1979.

This small book from the American Management Association presents a business approach to stress management. The author reviews the known facts and relates them to personal and organizational stress. Particularly helpful to those in any type of management.

.....EPILOGUE

Life is naturally good. If it were not, survival would be difficult. Each of us must discover the secret of our personal survival, unaided in the final analysis by anything except that special power we have within us to decide the paths we wish to take. Ultimately, we are responsible for ourselves, and our physical, psychological and social prosperity are dependent on our actions.

Based on these ideas, the author of this monograph, Dr. William Randall, has written about how we can glean the most from life. Stress management, as he describes it, means gripping life, flowing with the circumstances and changing those situations that run awry. It is within our power to govern preferences, control life directions and alter unsavory circumstances. This is the message he carries to professionals from business, education and health services who attend his workshops. His interest in stress management began to develop about 1973 when he accepted the position of Superintendent of Scottsdale Unified School District. He has written several articles on the topic which include "Stress and the School Executive," Arizona Administrator and "Coping With Stress," The Research Review published by the Southwest Regional Center for Community Education Development.

He manages his own stress through running and physical fitness and has participated in many marathon runs as is evidenced by the certificates and pictures on his office walls. Among the many articles on fitness he has written is "The Banks of Phoenix" published in Runners World.

His interest in physical fitness led to increased attention to other areas of his life. He decided that living in the present was as important as remembering the past or planning for the future, since yesterday cannot be changed and tomorrow is always a day away. He has discovered ways to cope with the stress in his life that have helped him to relax and more fully enjoy himself.

One feels a sense of pleasure and contentment when working with Dr. Randall. His positive view of life is contagious, moderating and uplifting. He does not survive because he must, but because he wishes to do so.

MaryLee Carter
Program Coordinator
Arizona Educational Information System

APPENDIX

BIBLIOGRAPHY OF AEIS DOCUMENTS

Journal Articles Pertaining to
Stress Management and Burnout

A. Teacher Stress

EJ 203 089

"Effective Use of Communication to Minimize Employee Stress." Randall S. Schuler. Personnel Administrator, June 1979, p 40-44.
Presents seven leader communication behaviors that have important stress effects on employees. Also presents characteristics of good communication skills.

EJ 202 545

"A Biased Look at Teacher Job Satisfaction." Dennis C. Sparks. Clearing House, May 1979, p 447-49.
Questionnaires distributed during a "Teacher Stress" in-service workshop revealed that 46 percent of these teachers were dissatisfied with their job as a whole and, if they had it to do all over again, would not choose teaching as a career. More specific responses are discussed.

EJ 199 276

"The Role of the Middle School Counselor in the Reduction of Stress in Teachers." Jon R. Leffingwell. Elementary School Guidance and Counseling, April 1979, p 286-90.
Counselors can (and should) take an active role to reduce stress in teachers through individual and group conferences. They can help teachers find meaningful alternatives to problem situations by changing the focus from "what should be done" to "what can be done within realistic parameters."

EJ 199 146

"PMHT: Positive Mental Health for Teachers." John Mackiel. Clearing House, March 1979, p 307-10.
After some of the work hazards unique to teaching are noted and the identifiable characteristics of the maladjusted teacher discussed, a three-state teacher mental health plan is proposed to prevent children from being exposed to teachers who suffer from poor emotional health: prevention, assistance, dismissal.

EJ 195 635

"Employee Affective Responses to Organizational Stress: Moderating Effects of Job Characteristics." Ahmed A. Abdel-Halim. Personnel Psychology, Fall 1978, p 561-79.
This study, in a manufacturing firm, examined the relative importance of three variables: role conflict, ambiguity, and overload, as sources of stress and dissatisfaction among managerial personnel, and the moderating effects of job enrichment characteristics. Results and implications for work design and stress management are discussed.

EJ 193 660

"The Training Manager's Role in Stress Management." Judi Marshall. Journal of European Industrial Training, 1978, p 7-12.
Ways in which the training manager can contribute to stress management are discussed, focusing on managerial personnel but having a wider range of applicability. Blocks to action and awareness of stress signs are noted, with suggestions for stress management training methods.

EJ 192 433

"Personnel's Newest Challenge: Helping to Cope with Greater Stress." Kurt R. Student. Personnel Administrator, November 1978, p 20-24.
Emotional strain and feelings of tension, anxiety, and a sense of futility can result from the inner conflict between a manager's needs for efficiency, profit, productivity, and so forth, and a heightened concern about the welfare and self-worth of the individuals who work for him or her.

EJ 190 408

"Anxiety and Stress--How They Affect Teachers, Teaching." Bettie Burres Young. NASSP Bulletin, November 1978, p 78-83.
Principals can play an important role in the interpersonal relationships within a school building by exploring and assessing issues regarding cause and effect of the anxiety, stress and tension that exist among personnel.

EJ 181 531

"Warning to Principals: You May Be Hazardous to Your Teachers' Health." Leanna Landsmann. National Elementary Principal, March 1978, p 69-72.
The results of a survey of approximately 9,000 teachers reveals three major areas of health concern--stress and tension, the physical environment of the school, and diet and exercise. The majority of the respondents indicated that the principal could do the most to initiate improvement in these areas.

EJ 180 799

"Perceived Stress Among Teachers: The Effects of Age and Background of Children Taught." John Pratt. Educational Review, February 1978, p 3-14.
The reported feelings of stress of 124 primary school teachers were analyzed in an attempt to discover causes and effects. Results showed that stress arose from five main areas: a general inability to cope with teaching problems; non-cooperative children; aggressive children; concern for children's learning; and staff relationships.

EJ 178 598

"A Model of Teacher Stress." Chris Kyriacou, John Sutcliffe. Educational Studies, March 1978, p 1-6.
A definition and model of teacher stress is presented which conceptualizes teacher stress as a response syndrome (anger or depression) mediated by (1) an appraisal of threat to the teacher's self-esteem or well-being and (2) coping mechanisms activated to reduce the perceived threat.

EJ 176 926

"Teacher Stress: A Review." Chris Kyriacou, John Sutcliffe. Educational Review, November 1977, p 299-306.
Reviews research on the sources and manifestations of stress among schoolteachers. Many possible sources of teacher stress have been identified, and some manifestations of stress are described. However, there are still many aspects of teacher stress that require investigation before a full understanding is possible.

EJ 173 486

"The Principal's Next Challenge: The Twentieth Century Art of Managing Stress." Walter H. Gmelch. NASSP Bulletin, February 1978, p 5-12.
Stress, which is closely related to change and to illness, is a major problem for school administrators. A formula for measuring stress and some strategies for dealing with it are offered here.

EJ 169 823

"Work Patterns Associated with Type A Behavior: A Managerial Population." John H. Howard, and others. Human Relations, September 1977, p 825-36.
The relationships are examined for a behavior syndrome called "Type A behavior," characterized by chronic and excessive struggle, competitiveness, ambition, and impatience, to certain work patterns and job characteristics among a group of 236 managers.

EJ 165 841

"Stress and the Public Administrator." David E. Morrison. Public Administration Review, July/August 1977, p 407-414.

EJ 163 428

"Stress." Robert Sylwester. Instructor, March 1977, p 72-6.
As an elementary teacher, what should you know about stress? How can you reduce its harmful effects? Looks at what stress is and considers three widely accepted methods of combating it.

EJ 156 493

"Role Pressure and the School Principal." Eric W. Vetter. NASSP Bulletin, November 1976, p 11-23.
Principals occupy apex positions, and like all high level executives, they are subject to fierce pressures and stresses. Discusses the nature of the role situation and presents a strategy that may help principals cope with the rising demands of the job.

EJ 123 578

"The Black Tax: Stresses Confronting Black Federal Executives." Robert Harper. Journal of Afro-American Issues, Spring 1975, p 207-218.
The stated purpose of this paper is to discuss some selected aspects and implications of stress among the black "super grade" federal executive population; the term "Black Tax" refers to the experience of black executives who must, in addition to the usual stresses, confront a set of personalized social strains which grow out of their "blackness" in a white administrative environment.

B. Burnout

EJ 202 461

"Teacher Burnout: How to Recognize It; What to Do About It." Barbara Hendrickson. Learning, January 1979, p 37-39.
Teacher burnout is described as physical, emotional, and attitudinal exhaustion; and suggestions for coping with the symptoms of burnout are offered.

EJ 199 444

"What You Can Do to Prevent Teacher Burnout." Sally Reed. National Elementary Principal, March 1979, p 67-70.
Provides ten areas in which principals can work to help prevent teacher "burnout."

EJ 198 406

"Teacher Burnout: How to Cope When Your World Goes Black." Instructor, January 1979, p 56-62.
Discusses the problem of teacher burnout, examining its symptoms, scope, and causes. Suggestions for avoiding burnout are presented including: (1) tips from teachers, (2) sabbaticals, (3) special school programs, (4) help from teacher organizations, and (5) ideas from industry.

EJ 197 862

"Long Hours, Low Pay Fuel Burnouts. Here's How to Cool Off, Calm Down." Executive Educator, March 1979, p 24-25, 33.
Provides a list of the causes of stress in a principal's job and then a list of steps a principal can take to cope with them.

EJ 197 861

"Principals: Your Job is a Hazard to Your Health." Barbara Hendrickson. Executive Educator, March 1979, p 22-24.
Outlines the stresses of a principal's job that can cause harm.

EJ 163 761

"The Effects of Disruptive Behavior." Jack Dunham. Educational Review, June 1977, p 181-87.
Discusses a variety of ways in which teachers respond to the demands of teaching disruptive students.

Microfiche Documents Pertaining to
Stress Management and Burnout

(Order microfiche documents by number)

A. Teacher Stress

ED 164 497 (1 mf)*

Relaxation: Education's Fourth "R." A. B. Frederick. Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Strategies for coping with stress and tension that may be used by a teacher in a classroom setting are presented. The development of tension control as an area of study is traced, noting the role of teaching students how to relax through a technique known as progressive relaxation are described. A glossary of selected terms frequently used in tension control literature is included, and references for further reading are provided.

ED 160 662 (1 mf)*

The Teaching Events Stress Inventory. Donald J. Cichon, Ronald H. Koff. Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978). The Teaching Events Stress Inventory was designed to measure the degree of stress caused by thirty-six events associated with the teaching profession. The inventory was completed by 4,934 elementary and secondary school teachers employed by the Chicago Board of Education. Event one on the inventory, the first week of the school year, was given an arbitrary stress value of 500, and teachers were asked to rate subsequent events numerically as more or less stressful than this event. Results were used to provide a quantitative basis for the investigation of stress, to ascertain differential reactions by educators with different backgrounds, and situational characteristics, and to determine implications for educational policy. The 36 items and their descriptive statistics are appended.

ED 146 698 (1 mf)*

Stress at the Desk and How to Creatively Cope. OSSC Bulletin Vol. 21, No. 4. Boyd Swent, Walter H. Gmelch. Oregon School Study Council, Eugene. This report contains the results of a survey o 1,156 Oregon school administrators intended to ascertain what causes them stress and how they cope with it. The first part of the report briefly reviews stress categories, indicating which general areas of administration prove to be the most bothersome. The second investigates specific sources of stress (stressors) and lists the ten most stressful tasks for all administrators, as well as examining why some job assignments are particularly stressful to some admin-

istrator groups and not to others. Part three examines the relationship found between stress and the health of Oregon school administrators and lists some of the means of coping with stress named by the respondents.

ED 140 440 (2 mf)*

Beyond Stress to Effective Management. OSSC Bulletin Vol. 20, Nos. 9 and 10. Walter H. Gmelch. Oregon School Study Council, Eugene. This publication provides an overview of the most recent ideas on psychological stress and ways to reduce it, with particular attention to the impact of stress on administrative personnel. Major sections of the publication focus on the nature of the educational administrator's job, definitions of stress, responses to stress, consequences of stress, sources of stress, and ways of coping with stress. Although the discussion is aimed primarily at educational administrators, it is equally applicable to administrative personnel in other fields as well.

ED 137 962 (1 mf)*

Counter Irritants to Teaching. Madeline Hunter. Paper presented at the Annual Meeting of the American Association of School Administrators (109th, Las Vegas, Nevada, February 25-28, 1977). This report states that stress can be growth-producing or destructive, depending on three primary factors: 1) the possession of coping behaviors which are effective and for which there is feedback as to the degree of their effectiveness, 2) the predictability of the stressful situation, and 3) the duration or repetition of the stressful circumstances. There are two categories of stress-escape devices that serve as effective "counter irritants" to teaching. One group of counter irritants consists of activities that make demands or stimulate creative endeavor in a completely different field. A second group of counter irritants consists of activities that require only participation. An effective prescription for a balanced program of counter irritants to teaching should include systematic exploration of both demanding and relaxing activities in physical, social, intellectual, and emotional areas.

ED 122 362 (1 mf)*

Superintendents Under Siege--Get the Leader. Carl J. Dolce. Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976). School superintendents in this country are under siege, as is the entire class of administrators in both the public and private sectors. Improved communication and transportation technology have increased public awareness and reaction to events. In addition, our society is increasingly organized into numerous special interest groups. Also, the consolidation of school districts into larger units has accentuated the problems caused by competing interest groups. The resulting conflicts create unstable

political situations that affect both the public and private sectors. Public and private administration today are becoming increasingly complex. In addition, today's superintendents are often "outsiders' with no established support in the commurity, so replacement of a superintendent is relatively easy. Destabilizing focus is not solely on the superintendent, but the chief administrative position seems to be the most affected. In Parson's view, the position of superintendent lies at the interface between society's representatives and the educational organization. So whenever there is a gap between society and the organization, the superintendent receives the most stress. If this analysis is correct, superintendents will remain under siege as long as stressful situations exist.

B. Burnout

ED 171 086 (1 mf)*

The Administrator's Role in Fostering the Mental Health of Special Services Personnel. Benjamin Dixon and others. Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session Th-6). It is important for special education administrators to recognize the potential disaster that might result from inattention to the mental health needs of their staffs and organizations. Indications of staff "burnout" (rapid turnover of staff due to stress) are already apparent. The phenomenon can only be detrimental to the whole concept and mission of the special services organizations in school districts. Much of the stress experienced is directly attributal to the implementation requirements of Public Law 94-142 (Education for All Handicapped Children Act). The three important tasks for an administrator in fostering mental health for individuals and organizations are: (1) to diagnose the environmental conditions influencing the organization or individual, (2) to implement appropriate change strategies aimed at eliminating or minimizing stress conditions, and (3) to determine the effectiveness of the strategies implemented and the mental health of an individual or organization three criteria (adaptability, identity, and reality-testing) are used to judge the health of the individual or group.

ED 171 027 (1 mf)*

"Teacher" the Forgotten Component of the IEP. Eugene A. Roddy. Paper presented at the Annual International Convention. The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-86). The problems of teachers as they deal with the rapid changes brought about by Public Law 94-142 (Education for All Handicapped Children Act) and other legislation have largely been ignored. The teaching profession is considered one of the most

potentially stressful occupations in the world. While good mental health is essential, research reveals that many cannot cope with the stress of their profession and "burnout" is occurring. Teachers become physically, emotionally, and attitudinally exhausted. In a survey of teachers, 84% responded that they believed there are health hazards in teaching, with stress pinpointed as the major force affecting their health. The concept of an individualized educational plan has led many parents to believe that prior to P.L. 94-142 there were no specific goals, often placing teachers in adversarial roles which only increase their sense of frustration and isolation.

ED 164 144 (1 mf)*

Nutrition, Pressures, and Discipline: Their Impact on Learning. Lendon H. Smith, Jerome E. Leavitt. American Education Foundation, Oceanside, Oregon. This curriculum bulletin provides a medical perspective on factors which influence learning. The relationship of nutrition to learning and interactions between stress, discipline and learning are probed in question and answer format. The influence of sugar on learning readiness is discussed along with the beneficial effects of protein. Positive parent communication to the child is emphasized.

ED 162 228 (1 mf)*

Teacher Stress and Disciplinary Practices in Schools: A Preliminary Report. Norman Deitch Feshbach, Michael Campbell. Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978).
The identification of teachers' subjective reports of stressors was investigated. Stress was defined as the teacher's subjective reception of demands from the environment. Teachers (N=53) were asked to list sources of stress and to respond to a questionnaire assessing teacher attitudes on corporal punishment and the stressful nature of teaching. Responses to the questionnaire revealed a significant difference between practicing and student teachers about corporal punishment, with student teachers opposing it and practicing teachers favoring its use. Recommendations for reducing and/or dealing with stress were presented, with the suggestions stemming from a human services, psychological approach to elimination of corporal punishment in schools.

ED 143 945 (1 mf)*

The Use of Biofeedback and Relaxation Training to School Psychologists. Herbert H. Severson. Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Dallas, Texas, March, 1976). This paper is a collection of data from several studies about the use of systematic relaxation and biofeedback training by school psychiatrists to help children develop greater self control and also to alleviate behavioral

problems resulting from stress related disorders. In addition, classroom use of both techniques is suggested, explored, and urged.